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ABSTRACT

In June, 1979, the American Camping Association implemented Project STRETCH (Strategies to Try out Resources to Enhance the Training of Camp Directors serving the Handicapped), a nationwide in-service training program for personnel providing services to handicapped children and youth in regularly and specially designed camping and outdoor education programs. The narrative report describes in detail the eight objectives of Project STRETCH achieved during the three years: development and implementation of a comprehensive management plan for conducting a national in-service training program; assessing current status of in-service training programs and resources for camp directors in the U.S.; determining appropriate competency-based content and system for camp director in-service training; development of new instructional materials needed to accomplish identified training goals and objectives; training instructors of in-service programs; conducting a series of national in-service training programs; publishing a trainer's guide, in-service curriculum guide, and a book of selected readings and resources; and developing a dissemination plan and analyzing the utilization of in-service training materials and programs. Appendices include information bulletins, major surveys and dissemination plan, evaluation reports, and a chart of educational services delivery system. (ERB)

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# PROJECT STRETCH

Year III

PROJECT REPORT

May 1982

GRANT NO: G00 790 1333 (CRS#1 - 350962419-A1)

FINAL NARRATIVE REPORT

AMERICAN CAMPING ASSOCIATION

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RC 01 3643

# PROJECT STRETCH FINAL REPORT NARRATIVE

On June 1, 1979, the American Camping Association received notification that Grant No. 6007901333, a special Project for implementation of a nationwide in-service training program for personnel providing services to handicapped children and youth in regularly and specially designed camping and outdoor education programs, has been approved for funding by the Bureau of Education for the Handicapped, now the Office of Special Education and Rehabilitation Services. During the three years of the Project, several major accomplishments were made which have had, and will continue to have, significant impact on camping for persons with disabilities and professional preparation for the entire field of organized camping. These accomplishments are reported in terms of the major objectives of the Project as outlined in the initial grant proposal.

Project Objective A: Develop and implement a comprehensive management plan for the conduct of a national in-service training program.

1. Establish an effective communications network
2. Establish the Curricular Development Committee as the Advisory Committee for the project.

Recognizing the importance of internal and external communications to the success of the Project, a system of internal and external communications was established between the Project Advisory Committee, staff, subcontractor and persons responsible for conducting director education to keep all persons updated in the progress of the Project and to provide opportunity for input. This system consisted of distributing Project information through ACA publications (Leadership Catalog, Camping Magazine Annual Report and the American Camping Officers' Memo), direct mail of Project STRETCH Information Bulletins to the ACA Membership, annual sessions on the Project as part of ACA National Conventions, training events for camping leadership and National/Section Camp Director Training Courses .

Due to the desirability of the Advisory Committee having expertise in camping for persons with disabilities as well as in camp director education, and the structure of educational services of the American Camping Association, the following persons were asked to serve on the Advisory Committee:

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| Rev. Paul Howells, Chairperson | Camping Specialist, Lutheran Church of America |
| Dr. Julia Brown | Associate Professor, Dept. of P.E. and Dance, University of Wisconsin-Madison. |
| Dr. Judith Myers | Associate Professor of Leisure Studies and Research, Div. of Leisure and Environmental Resource Administration, George Williams College. |
| Ms. Jan Adams | Director and Owner of Camp Idlepines for Girls. |
| Mr. Charles Butler | Supervisor, Recreation Specialist, Patient Activities Dept., National Institutes of Health. |
| Ms. Nannette Enloe | Director of Program Services for the Northwest Girl Scout Council of Atlanta. |
| Dr. William Hammerman | Professor of Education, Dept. of Admins. and Interdisciplinary Studies, San Francisco State University. |

During the Project, the Committee met twice yearly during year one and year two, and once during year three to review Project progress and make suggestions for directions in Project sub-goals between succeeding meetings.

As a result of the Project, a new comprehensive delivery system for conduct of ACA camp director in-service training programs has been developed and will be operationalized as part of the American Camping Association's Educational Services Delivery System after the Project ends. The new comprehensive management plan and delivery system proposed creation of a new one-half time staff position, entitled Director of Educational Services; the redefinement of role of the national volunteer who is responsible for leadership as National Education Chairperson; utilization of national consultants in various educational areas rather than coordinators; and creation of a educational coordinator related to each of ACA's five Regional Boards.

See the Appendix for a copy of the Delivery System.

Based on the new delivery system, ACA's Trustees have pledged $8,000 in 1982-83 to support transition into the new management plan.

Recommendations based on this objective from staff and the Advisory Committee include the following:

- ACA Trustees be encouraged to support an educational services department until such a time as the Association's educational department is able to become self-supporting.
- The new educational services department be encouraged to explore a variety of approaches for expanding and/or servicing initial camp director education programs and resources developed by Project STRETCH.
- A consultant pool be utilized in adhoc advisory fashion by staff and the National Education Chairperson to recommend future changes or additions to curriculum following dissolution of the Project STRETCH Curriculum Committee.

Project Objective B: Assess the current status of in-service training program and resources for camp directors in the United States

During year one, a survey questionnaire to determine the national status of training for camp directors was developed and distributed by the subcontractor, Hawkins and Associates, after consultation with the Project staff and Advisory Committee. These questionnaires were distributed to: national youth serving agencies (Scouts, Camp Fire, etc.), and religious organizations (Lutheran, Catholics in Camping, United Methodists, etc.) with camping programs, colleges/universities with courses in camping, national organizations for the handicapped, and local Sections of the American Camping Association. Results of the year one surveys were reported at the 1980 ACA National Convention, to the ACA Board of Directors, in articles for Camping Magazine, and in the Project Bulletin. Highlights from the "National Survey of Camp Director Education Programs" surveys included the following:

Section 1: National Organizations and Denominations

- National Organizations and Denominations are providing some camp director education for their own members who are camp directors. Other organizations merely serve as a training resource to direct their membership to other sources for training.
- Most national youth organizations and religious denominations (Scouts, Y.M.C.A., Salvation Army, Camp Fire, etc.) indicated to Project STRETCH that they do serve some campers with disabilities but do not have access to figures indicating the type of condition or exact number or percentage served. Guestimates on percent of disabled campers served ranged from .05% (Southern Baptist Convention) to 100% (Easter Seal Society).

- The only groups who indicated that they provide any training at all on special audiences as part of their regular training for their camp directors were: Boy Scouts of America, Camp Fire, Inc., National Easter Seal Society, International Association of Center Administrators, Episcopal Church and the Jewish National Welfare Board.

### Section II: Colleges/Universities

- Investigation reveals there are at least 116 colleges and universities in the United States offering courses in camp directing/administration.
- Approximately 62% of the colleges who responded to the survey offer a camping degree option (although 47% of these lead only to an associate degree).
- Less than 12% of the colleges studied offered courses in camp administration on the graduate level.
- Less than 5% of the colleges studied offered courses on camping for special populations such as the handicapped.

### Section III: American Camping Association

- American Camping Association, the largest professional organization for camping professionals offers a wide variety of camp director education opportunities on the national, regional, and section (local) level.
- Approximately half (16) of all Sections report that camp director training needs were determined by member surveys or requests. At the same time, only 19% of the Sections were providing training on special populations in 1979.

- Data provided indicated ACA Sections do train a substantial number of camp directors each year and that in some cases this training may help meet a state licensing requirement.

Section IV: Responses from 200 Regional, State, Chapter, or Local Agencies

- Most non-national respondents were interested in camp director education programs for their staff but few actually provided their own camp director training.
- The majority of the agencies represented in this Section were currently serving disabled campers primarily through mainstreaming.
- When asked to list subjects which should be covered as part of camp director education programs in rank order, training on special populations appeared at the bottom of this group's list.

Included in the Appendix is a longer summary of the highlights of that report. Copies of the entire report (136+ pages) were sent to the O.S.E. and R.S. office as part of the progress report and are also on file at the National ACA office.

As a result of the year one findings, during year two the Project focused on conducting a more in depth analysis of camp director training programs (including training on serving the disabled through camping) of the major national organizations who had an ongoing camp director training programs included ones sponsored by:

- Boy Scouts of America
- Lutheran Church of America and Canada
- Pioneer Ministries
- Easter Seal Society
- Camp Fire, Inc.
- YMCA
- Camping & Diabetes Conferences sponsored by the American Diabetes Assoc.

A synopsis of the findings of the year two observational studies were incorporated into Project STRETCH Information Bulletin #3 and subcontractor reports for year two on the Impact of Training for ACA and Non-ACA Training. Complete copies are on file at the American Camping Association (8+ volumes). Major findings as a result of the observations were:

- No two camp director training programs included the same topics or used the same approach/methods.
- With the exception of the Pioneer Ministries, all training courses lasted 4-days or more.
- Training programs offered by the Boy Scouts, Camp Fire and YMCA's were designed primarily for new camp directors. The Boy Scouts and YMCA have a written curriculum. Camp Fire's camp director training evolved a new curriculum based on participant needs and input each time it offered a course.
- With the exception of the training offered by the Easter Seal Society, American Diabetes Association and Boy Scouts, very little training time was spent on training in camping for special populations.
- All training programs observed, except that offered by the National Easter Seal Society, were offered yearly.

Observations of these training programs and activities provided ideas for learning activities and resources which were incorporated into the Project STRETCH Curriculum Guide for Camp Director Education.

In addition to the surveys and studies of current training programs, the Project Advisory Committee, staff and subcontractor felt it was important to determine what camping professionals and parents of handicapped campers felt were important topics for training of camp directors to serve the disabled. Thus, during Project year two, two surveys: A Camp Director Educational Needs Assessment and Consumer Views Toward Professional Training, were developed and distributed to those groups. Results indicated that training on "how to serve the handicapped through camping" was a felt need (in the top ten) of all camp directors, not just those involved in special segregated camps for the handicapped. In addition, it was found that consumers want camp directors, particularly those directing special camps, to receive training on special populations.

Summaries of the various surveys reported above may be found in the Appendix. Complete copies of these reports were submittted to O.S.E. and R.S. as part of the Project progress report (1981), and are also on file at the American Camping Association.

As a result of the Project findings under this Objective, the Project STRETCH Advisory Committee and staff recommended to the American Camping Association:

- Copies of all reports be submitted to the E.R.I.C. system to facilitate wider distribution of information collected.
- A broader concept of camp director education needs to be conveyed to the camping professional in the field and to educators/trainings in this field.
- ACA in conjunction with other sources/organizations, must educate the camping professional through professional magazines and training flyers as to availability of annual ACA and non-ACA camp director training programs.
- ACA needs to review its system for collecting information on ACA and non-ACA camp director education programs, and determine a method to periodically update information collected by Project STRETCH on the status of camp director education.

Project Objective C: Determine appropriate competency-based content and system for camp director in-service training.

### Formulate Competencies and Content

Part of the initial plan of action as written in the 1979 Project STRETCH grant proposal was that the Project STRETCH training project would once again review the competencies and content of the Project REACH camp director training materials and the 1978 ACA camp director education competencies for compatibility and completeness.

Since the Project began, competencies and content for camp director education have been developed and revised by staff, consultants and the Advisory Committee in terms of the competencies needed, the format for competency presentation, and the appropriate system for curriculum delivery. During year one, a study was made of competencies and format of camp director education curriculums developed by Project REACH, ACA, other youth agencies (Scouts, YMCA, etc.) as well as similar federal projects, such as Mainstreaming Activities for Youth, Project Aquatics Mainstreaming, and Training the Personnel in Outdoor Recreation and Camping for Handicapped Children and Youth, to give Project STRETCH some ideas on the format for its curriculum. The REACH Camp Director Education materials were field-tested at all ACA Camp Director Institutes during year one. Due to the small number (65) of persons involved in the field test, the Committee and staff advised additional field-testing of the REACH materials during the second year of the STRETCH Project. After the second year of field-testing, a review panel of practicing camp directors and college educators met in Houston, Texas, in conjunction with the 1981 ACA Convention. The recommendations from the Project REACH materials review committee and field-tests were incorporated into the STRETCH materials.

During year two, the STRETCH competencies were rewritten and tested at ACA Camp Director Training Institutes. Prior to the publication of the Project STRETCH curriculum guide, this publication was reviewed one last time during the first few months of the third year of the Project by the subcontractor and another panel of experts in the field of camp director education. Their comments were added and then finalized in the printing during the third year of the Project STRETCH Curriculum Guide for Camp Director Education. (See Curriculum Guide attached.)

### Determine Delivery System

Throughout the Project, various formats for presenting training were piloted and various delivery systems considered. During all three years, training sessions on camping for the disabled were conducted as part of ongoing ACA camp director institutes and managerials. During year two, basic camp director education courses (with a unit on the disabled) were piloted in the form of a one week course and a full semester course at two major colleges. A home study course was also developed. During the final year, another new format called "An Awareness Workshop in Camping for the Disabled" was developed and piloted at several locations around the country.

As a result of piloting a variety of training methods, the major finding was that no one method (separate workshops, home study, sessions as part of ongoing training) was as successful in providing and educating training camp directors on serving the disabled, as having several types of training formats available. During year three, a major revision to the ACA delivery system for camp director education was proposed to insure work on camp director education after the Project ended.

As a result of the Project findings under this Objective, the Advisory Committee and staff recommended:

- The camping profession must continue to provide a variety of approaches for camp director education rather than just one.
- Competencies and content must be updated periodically and advanced levels of the competencies be developed in the future which could be offered in short courses for experienced camp directors.
- ACA must take the leadership role in organizing a data bank of persons who could conduct a variety of educational programs.

- Because the content of the curriculum developed by the Project was so fundamental to camp directing, it is recommended the Project STRETCH materials be used as the source for developing a professional assessment exam.
- A new position at ACA should be created to coordinate all ACA educational services, and a new delivery system for educational services proposed by the committee be accepted by the Association.

Project Objective D: Develop new instructional material needed to accomplish the identified training goals and objectives.

Although this was not primarily a materials development project, a number of Project STRETCH instructional materials resulted. The development of new material occurred in the following manner. During year one, a review was made of types of material on camp director education available through professional associations, colleges/universities, and major groups who conducted camp director training. This helped staff and the Advisory Committee identify the need for more material in certain areas such as on the four managerials and on "camping for the disabled." During year two, a rough draft of the material was developed as a resource packet for ACA instructors conducting camp director education programs and then field-tested by various camp director training programs. As a result of the field tests and other findings of year two, it was recommended that a variety of publications were needed to reach camp directors participating in a variety of educational programs. Thus, during year three, the publication on "Camping For the Disabled" was divided into a guide on making camping facilities accessible, a home study course guide in serving the disabled through camping, and a guide and resource packet on conducting an awareness workshop on the disabled.

Each of these publications was written, briefly field-tested by Project staff or consultant in the field, and reviewed by a panel of experts in the field of camping and/or therapeutic recreation during year three of the Project. The review was one of the assignments to the subcontractor, Hawkins and Associates.

The following is a brief annotated list of the new instructional materials developed as a result of Project STRETCH. Copies are included in the Appendix.

TRAINER GUIDES - Food Service Managerial, Health and Safety Managerial, Business and Finance Managerial, Site and Facilities Managerial.

Written by practicing camping professionals, these guides are of value to instructors and camp directors responsible for providing training on the four major areas of camp management: Food Service, Business and Finance, Health and Safety, and Site/Facility Management. Each of the four guides contain pre and post assessment for participants, a list of specific learning objectives, recommended references, and a suggested training outline. Each guide is about twenty-five pages long.

## TRAINER GUIDE: SERVING CAMPERS WITH SPECIAL NEEDS

Developed by Ms. Judy Brookhiser, this is a trainer's guide for camp directors interested in providing programs for campers with a disability. The contents stress "how to" information. It is presented in the format of an ACA managerial. It contains pre and post assessment activities, lists of suggested learning activities, and a suggested training outline.

## MAKING WORKSHOPS HAPPEN

Prepared by Denise Robinson, this brief booklet provides helpful tips for anyone serving as a coordinator or resource person for a one-hour to one-day workshop for adults. Resources were taken from the Awareness Workshops sponsored by Project STRETCH on the topic "Serving Persons with Disabilities Through Camping". Contents include: how to identify needs, setting objectives, organizing the program, and how to handle an evaluation.

## AWARENESS WORKSHOP RESOURCE PACKET: SERVING PERSONS WITH DISABILITIES

Edited by Cindy Stein, this packet has been developed to aid the instructor with little or no experience in camping for the handicapped. It consists of suggested objectives, resources, and learning activities in a quick, ready-to-use format. Appendices include: articles for duplications; list of organizations for the handicapped; worksheets; media list; simulation exercises; a sample lecture; suggested readings; and research article on how to recruit. This packet should prove a very valuable reference for trainers of camp directors and camp counselors.

STUDENT HOME STUDY GUIDES

a. Basic Camp Director Education Course
b. Food Service Managerial
c. Health and Safety Managerial
d. Business and Finance Managerial
e. Site and Facility Managerial
f. Camping for Persons with Disabilities

Each Study Guide contains steps to complete a course; a list of competencies in the form of a needs assessment; a resource list; suggested learning activities; a plan of work; series of mini lessons; course report forms; and course evaluation form. (Note: a support system has been developed at ACA to continue the home study approach at the end of Project STRETCH.)

As a result of the Project STRETCH accomplishments under this Objective, the following recommendations were made by the Advisory Committee and staff:

- The formats developed for the home study material, managerials, and resource packet, are workable in the field and should be used to extend director education to other areas of the core curriculum after the Project ends.
- All materials developed need to be widely used then revised appropriately to keep them up to date.
- All materials should be shared with E.R.I.C. and any other national information dissimination and retrival systems.

Project Objective E: Train the instructors of in-service programs

The success of any personnel training project is directly related to the training and understanding of the key leadership. Between June 1979 - May 1982, one hundred key leaders and instructors were exposed to orientation and/or training of one to three days length on Project STRETCH to improve their skills in conducting in-service training for camp directors to serve the handicapped and knowledge of resources available from Project STRETCH or orther sources. Job descriptions were revised for deans, instructors, and area coordinators and a selection process for deans developed as a result of that training.

In addition, training for ACA Section leadership and deans unable to attend the spring 1980 meeting, was held for one day as part of the 1980 ACA Convention. During year two, a weekend training was again held for deans and educators involved with camp director education similar to the one held during year one. The special thrust of the year two training was how to incorporate training on camping for the disabled as part of ongoing camp director education training courses. Training for ACA Section leadership and deans was also held for one day, similar to year one, as part of the 1981 ACA Convention. Copies of the trainer material on Serving the Disabled Through Camping, were shared with this group. During year two, an additional thirty persons participated in one or more of the Project STRETCH instructor training events.

Recognizing the desirability of an annual in-service training program for instructors of training and the problem of how to finance training after the grant ended; during year three a different format was piloted and utilizied for deans' orientation as proposed to the weekend training held during year one and two for deans and educators. During year three, orientation for trainers was conducted as part of the new ACA Section Presidents' Fall Workshop, an Educator's Symposium at the ACA National Convention; and as part of the orientation for Section Leadership Chairpersons during the National Convention. As a result of the new format, forty persons participated in orientation/training during year three.

Although much was accomplished in making keyleaders aware of resources available for camp director education training, the instructors of in-service programs was the area the Project Committee and staff felt we made the least progress in. Although through the orientation/training we had the opportunity to meet with one hundred key leaders in camping, the training/orientation participants received was not the same for all one hundred participants. Each year as a result of the field-testing and survey studies, competencies, and the actual training/orientation approach was changed. The training for year one and two involved instructors more in development of the materials and delivery system than in year three. More consistency was put into place for training instructors by the end of the Project than occurred during the first year.

As a result of the accomplishments in training instructors, the Advisory Committee and staff recommended:

- ACA continue offering orientation/training for the key leaders and educators as part of the Annual ACA National Convention.
- An apprenticeship program needs to be piloted as another method for training deans and instructors, particularly for the longer, more intensive ongoing camp director training courses.

## Performance Objective F: Conduct a series of national in-service training programs

During the Project, a variety of in-service training programs were conducted. These included:

### Camp Director Institutes (CDI's)

Camp Director Institutes are a nationally sponsored educational experience for experienced camp directors (3+ years experience directing) to synthesize elements of an organized camping program.

During the Project, ACA Camp Director Institutes were used as a medium to field-test REACH camp director materials, new programs/resources on the need for camping for persons with disabilities, and to assess value of the Project STRETCH competencies and curriculum.

Institutes normally lasted five full days with the exception of one Institute during year one which met 22 days (11 in the fall and 11 days in the winter).

### Managerials

Managerials are one or two day workshops for camping professionals on a specific support area of camp such as food service, business, health, and site. This is the most common educational program offered by ACA Sections on the local level.

During the Project, ACA Managerials were used to field-test materials and approaches developed by Project STRETCH. Managerials are a method to accumulate points for ACA camp director certification and recertification.

### Basic Camp Director Education Courses (BCDE)

BCDE courses were developed as a result of the second year of Project STRETCH as a program for new (less than three years experience) camp directors. They cover the basic areas identified by the Project STRETCH Curriculum Guide. They can be 5 to 7 days long or offered as a college course.

## Home Study

Home Study courses were also developed as a result of the second year of Project STRETCH, as a way to meet the needs of the camping professional who is isolated or cannot get away.

It will continue as a National ACA program at the end of the Project. Currently six courses are available: a basic camp director education course; a course on camping for the disabled; and, four managerial courses. Each course consists of four phases: a needs assessment; development of a plan of study; mini lessons to be read along with doing the plan of study; and, a final course evaluation.

Each student is assigned his/her ACA instructor from the ACA pool of Home Study instructors. It is a very individualized, independent home study approach. Each student may take up to a year and a half to complete a course.

## Awareness Workshops in Serving Persons with Disabilities Through Camping

Awareness Workshops were developed as a result of the third year of Project STRETCH to increase participants awareness on a topic of national concern. For the purpose of Project STRETCH, the focus of the first Awareness Workshop has been on Serving the Disabled Through Camping.

Objectives included:

1. Creating awareness of the need for more camping opportunities for the disabled.
2. Creating understanding of some of the needs and implications of major handicapping conditions for the camp setting.
3. Providing suggestions on sources and resources for further information.

I-A. During year one, in-service training as part of Project STRETCH for camp directors was conducted at three national camp director institutes. These included:

| | | | |
|---|---|---|---|
| George Williams College<br>Wisconsin | September<br>January | 1979<br>1980 | 13 participants |
| Sanborn's Outdoor Education Center, Colorado | October | 1979 | 20 participants |
| Northwestern University Center, Massachusetts | February | 1980 | 31 participants |

B. In addition, managerial training for Project STRETCH was held in six locations:

| Section | Date | | Participants | Managerial |
|---|---|---|---|---|
| Iowa | Nov. | 1979 | 18 | Business |
| | April | 1980 | 26 | Site/Facilities |
| | | | 18 | Health |
| | | | 26 | Food |
| New England | March | 1980 | 19 | Business |
| | | | 21 | Health |
| Coronado | February | 1980 | 18 | Food |
| | April | 1980 | 32 | Site/Facilities |
| | | | 40 | Health |
| | | | 32 | Food |
| Virginias | April | 1980 | 15 | Food |
| New England | February | 1980 | 19 | Business |
| | March | 1980 | 19 | Site/Facility |
| | | | 21 | Health |

During year one, over 250 camp directors received Project STRETCH training as part of a camp director institute or managerial workshop.

II. During year two, the following training events were conducted as part of Project STRETCH:

A. Two Basic Camp Director Education Courses piloted:

Springfield College, Massachusetts: (1 week format, March 1981)
17 participants

Indiana University, Indiana: (semester format, spring 1981) 15 participants

B. Four Camp Director Institutes:

| | | | |
|---|---|---|---|
| Texas, | September | 1980 | 17 participants |
| Iowa, | November | 1980 | 10 participants |
| Iowa, | January | 1981 | 22 participants |
| Texas, | February | 1981 | 17 participants |

C. Managerial Workshops:

| Section: | Date: | Participants | Managerial |
|---|---|---|---|
| Pennsylvanias-Chesapeake | October 1980 | 17<br>9 | Business<br>Site/Facility |
| Coronado | December 1980 | 7 | Business |
| New England | January 1981 | 12<br>32 | Business<br>Food |
| E. Pennsylvania | October 1980 | 23 | Business |
| Texas | | 33<br>60<br>55<br>66 | Health<br>Food<br>Site/Facility<br>Business |
| Illinois | October 1980 | 10 | Site/Facility |
| Missouri Valley | November 1980 | 22 | Site/Facility |

D. Home Study Course:

12 Enrollees. Two participants completed this course in 1981, the remainder carried over as part of year two.

E. In addition, during year two, presentations on the need for camping for the disabled were made by Project STRETCH staff to 280 participants during non-ACA training programs.

III. During year three, the following training took place as part of Project STRETCH:

A. One Camp Director Institute New York 45 participants

B. Managerial Workshops:

| Section | Date | Participants | Managerial |
|---|---|---|---|
| Upstate NY | January 1981 | 7 | Site/Facility |
| Oregon Trail | January 1981 | 35 | Site/Facility |
| Kentucky | January 1981 | 53 | Site/Facility |
| E. Pennsylvania | October 1981 | 7<br>15 | Health/Safety<br>Food |
| Ohio | November 1981 | 12 | Business/Finance |
| Virginias | January 1982 | 11 | Business/Finance |

| Section | Date | Participants | Managerial |
|---|---|---|---|
| Coronado | April 1982 | 11 | Health/Safety |
| New York | March 1982 | 58 | Food |
| New England | March 1982 | 17 | Site/Facility |
| Virginias | May 1982 | 4 | Food |

C. Basic Camp Director Education Courses Piloted:

| | | | | |
|---|---|---|---|---|
| Wayne State University | Winter | 1982 | 18 | participants |
| University of Georgia | Winter | 1982 | 14 | participants |
| George Williams Univ. | April | 1982 | 5 | participants |
| Indiana University | Spring | 1982 | 12 | participants |
| Springfield College | March | 1982 | 15 | participants |

D. Home Study Course Enrollees:

Twenty Seven Enrollees. Ten of these were carry-overs from year two.

E. Awareness Workshops:

| | | |
|---|---|---|
| Univ. of N.H. - | "Camping For All." Fall 1981 | 50 participants |
| New York, ACA - Convention | "The Learning Disabled Child" | 30 participants |
| | "Camping With the Physically Disabled." | 30 participants |
| | "Management for Safety in Camping with the Disabled." | 30 participants |
| | "Renovate and Design Facilities for the Disabled at Camp." | 30 participants |
| | Council of Religiously Affliated Camps | 44 participants |
| Iowa | "Serving Persons with Disabilities Through Camping." Nov. 1982 | 40 participants |

As a result of the accomplishments under this objective, Project staff and the Advisory Committee recommended:

- The best way of reaching camp directors is through a variety of educational formats. Therefore, it should be the responsibility of the ACA to use a variety of educational formats for in-service training on the national, regional, and sectional level.
- There is a need for the ACA to continue to focus attention on camping for special populations as part of camp director education after Project STRETCH ends.

Project Obejctive G: Publish a trainer's guide, in-service curriculum guide, and a book of selected readings and resources.

A major ingredient necessary for conducting Project STRETCH training for camp directors was the development of a Curriculum Gide and Book of Readings. As mentioned previously during year one and two, copies of the Project REACH Camp Director competencies were revised again for content as well as format. In addition, during year two, consultants in the field of camping for the disabled and adult education were contacted to prepare information on training methods and a rationale for training for all directors on serving the disabled through camping. The above mentioned information was incorporated in the Camp Director Education Curriculum Guide. (see appendix) to facilitate its use as a trainer's guide.

A book of readings was also developed as a resource for participants. During year two, more than one hundred articles were selected by STRETCH's primary consultant from a variety of professional journals in the field of recreation and camping. These articles were then reviewed by a panel of nationally known practitioners and educators. As a result of the review, forty eight articles were finally approved.

The following is a brief annotated description for the Curriculum Guide and the Book of Readings. Copies are included in the Appendix.

## CAMP DIRECTOR EDUCATION CURRICULUM GUIDE

Edited by Sue Stein, this guide is designed as a resource for trainers and college instructors with responsibility for camp administrator education. Units include: Life Span Development; Special Populations; Role of the Director; Philosophy; Program; Organizational Design; Staff Development and Support; Interpreting the Value of Camp; Evaluation, Business and Finance; Health Service; Food Service; Site and Facilities. Each unit contains a rationale for the competencies, areas to be covered, suggested learning activities, methods of assessment, numerous references, and a planning sheet. A section on facilitating adult learning is also included.

## PERSPECTIVES ON CAMP ADMINISTRATION: A BOOK OF READINGS

Edited by Dr. Elizabeth M. Farley, this is an excellent resource for both the person considering entry into the field of camp directing and the experienced practitioner. Selections for the book were made from hundreds of articles written for magazines in the field of leadership, camping, human development, etc. Topics include: Philosophical Foundations and Considerations; Life Span Development; Administration and Organization; Camp Program; Programs for Handicapped Campers; and the Future.

The sections begin with interviews with leaders in the field and their observations on the implications for camp directors. Sections end with a series of discussion questions.

This is a companion piece for ACA's Camp Director Curriculum.

It was the opinion of the Advisory Committee and staff that all materials developed by Project STRETCH have made a significant contribution in helping trainers catch up and/or visualize the same ends for camp director education.

Recommendations by the Advisory Committee and staff as a result of the development of the Curriculum Guide were similar to those found under Objective D:

- All material needs to be widely used, then revised appropriately to keep it up to date.
- All materials should be shared with E.R.I.C. and any other national information dissemination and retrival system.
- Each unit of the Curriculum Guide eventually should be developed into a format similar to the Managerial Guides developed by Project STRETCH.

Project Objective H: Develop a dissemination plan and analyze the utilization of inservice training materials and programs.

A plan for dissemination of the project programs and materials was finalized by project staff and subcontractors on the recommendation of the Project Advisory Committee in May 1982. Basically, the plan was designed to reach two primary groups: (1) camping professionals, and (2) groups with responsibility for provision of services to the handicapped. Due to the delays in printing the project materials near the end of the project, time was not available to conduct an analysis of materials prior to this report.

A copy of the dissemination plan as prepared by the subcontractor is contained in the Appendix. In short, the dissemination plan consisted of the following:

I. Dissemination to the camping profession

  A. Actual copies of the materials sent - August, 1982

    1. All ACA Sections and ACA National/Regional Education Coordinators
    2. All National Camp Executives Group members
    3. Key ACA National Leadership
      (a) Curriculum Committee members
      (b) National Leadership and Certification Board members
      (c) President, Executive Director
    4. Authors of STRETCH material

  B. Promotional information on materials and programs sent - September 1982

    1. Project Information Bulletin #4 - All ACA membership
    2. Letters/brochures - National Camp Executives and key ACA Leadership
    3. Annual article in September issue of Camping Magazine (1979-82)
    4 Fall Management Conference flyer - All ACA Directors, Executives, Educators
    5. Information included in ACA publications catalog-All ACA membership

II. Dissemination to organizations for the handicapped

  A. Actual copies sent - August, 1982

    1. Key leadership of all national organizations with camping programs
    2. NIN Repository - Iowa City, Iowa

  B. Promotional information on materials and programs sent - September 1982

    1. Project Information Bulletin #4 - All national organizations serving the handicapped

2. Articles submitted to Parks and Recreation, Journal of AAPHER&D, Therapeutic Recreation Journal and Newsletter.

III. Complete record of all project reports/materials.

A. See all Project STRETCH continuation and final reports (1979-82) submitted OSE&RS

1. ACA National Headquarters Library
2. ERIC System

As a result of the lack of time to complete an analysis of the utilization of the project materials, the Advisory Committee and staff recommended:

° Copies of project materials be subjected to critical outside review (LINK, etc.), following an appropriate in-use period (1-2 years) and that based on these recommendations, ACA take the initiative to revise and update all project materials and programs.

In addition, the committee and staff recommended:

° ACA maintain an open-door policy for all camp director education programs to non-members as well as members; and that ACA seek to promote camp director education programs offered by other sponsors by including information on all training opportunities on camp directing in the annual ACA Professional Training Opportunities Catalog.

° ACA seek to promote its educational programs to non-members through exchanges of advertising with other professional associations (i.e. Christian Camping International, Canadian Camping Association, National Recreation and Park Association, American Alliance for Physical Education and Health Recreation and Dance, etc.)

° Association members and leadership be oriented to accept a broader concept of professional education.

## PROJECT OBJECTIVE I:

The following section was prepared by the Project Subcontractor.

### Project Objective I: Conduct a thorough evaluation and report on the inservice training program.

Throughout the three years of Project activity, a multifaceted approach to evaluation has been implemented by Project Staff, the Project Advisory Committee and the subcontractors, Hawkins and Associates, Inc. Specific evaluative tasks to be undertaken each year have been outlined in yearly evaluation plans developed by Hawkins and Associates and implemented by the appropriate personnel.

A combination of approaches has been used throughout the duration of the Project to evaluate program areas. Areas included in the scope of the evaluation were:

A) Assessment of the current status of inservice training programs and resources for camp directors in the United States.

B) Evaluation of inservice training programs conducted by the American Camping Association.

C) Review of Project REACH and ACA training manuals and other instructional materials used in conjunction with inservice training programs for camp directors.

The two principal types of evaluation used were formative and summative evaluation. Formative evaluation (utilized primarily during Years I and II) is conducted for the purpose of obtaining information necessary for improving products or processes as they are being conducted. It is on-going during the developmental and implementation stages of the project. Formative evaluation provides a continuous "monitoring system" that produces information on which to base in-course program modifications and improvements. Such feedback is obtained on a planned basis and is used as soon as possible to modify the program.

The second type of evaluation used is summative evaluation, generally conducted after a program is completed (in this case, Years II and III). It assesses the outcomes or results of a given activity. Whereas formative evaluation looks at a program in parts, summative evaluation provides information about the total program's effectiveness and efficiency.

As outlined below, evaluation activities conducted during Years I and II focused on the impact of Camp Director Institutes, the other training programs offered, the REACH materials used, and the Project process as a whole. During the final year of Project activity, evaluation focused on materials developed by the project and overall Project accomplishments. The specific activities outlined below are summarized according to Project Objective. They focus on those activities specifically related to the evaluation component of project activity, as other accomplishments have been detailed in the preceding narrative of this report. Specific activities are identified as to the year in which they occurred.

## Major Objectives and Accomplishments

Objective A: Develop and implement a comprehensive management plan for the conduct of a national inservice training program.

1. Establish an effective communications network
2. Establish the Project Advisory Committee

Accomplishments: Year I (1979-80)

- On July 16, a subcontract meeting was held at ACA Headquarters to communicate the tasks of the subcontractor and the time line for the Project evaluation and surveys.

- On July 30-31, the Project Coordinator met with the Project Consultant for an update on the Project REACH results and the Project STRETCH tasks.

- An evaluation plan was drawn up by sub-contractor, Hawkins & Associates, Inc., to include suggested evaluation procedures for Project STRETCH.

- On August 26-28, the Project Coordinator attended the National Inservice Network Meeting in Washington, DC for first year directors of BEH Inservice Training Grants. This meeting provided an opportunity for peer sharing on methods for needs assessment, project evaluation, motivation, locating project resources and for preparing continuation grant reports. Hawkins staff representatives met with the project coordinator at this time to review the proposed evaluation plan.

- The first meeting of the Project Advisory Committee was held on September 9-12, representatives of the Hawkins and Associates staff attended.

- A meeting was held with the Consultant and Project Coordinator on the progress to date on November 12.

- A meeting was held with the Consultant and Project Coordinator in February to discuss the progress to date and the tasks to be completed during the remainder of Year I.

- A staff representative from Hawkins & Associates attended the Project Advisory Committee meeting on May 8, 1980 to discuss progress to date.

- A meeting was held with the consultant and Project Coordinator on June 11, 1980 to discuss Year I progress, problems and future plans.

Year II (1980-81)

- Meetings were held between Hawkins and Associates representatives and Project staff on June 11 and 13, 1980 to discuss evaluation activities.

- Hawkins and Associates staff and project staff met in Washington, DC to discuss project activities to date and the dissemination and marketing of project deliverables, September, 1980.

- Hawkins and Associates staff representatives attended the Project Advisory Committee Meeting, October 10-12 in Bradford Woods.

- Representatives of the Hawkins and Associates staff attended the National Advisory Committee Meeting, April 24-26 in Washington, DC.

- Further questions on interest in a variety of training events were included in the Market Survey questionnaire sent to 1,750 ACA members.

- Training materials, designed for use in inservice training for camp directors have been revised and reviewed by members of the project staff and Advisory Committee throughout Year II.

Year III (1981-82)

- Due to travel budget restrictions, face-to-face meetings between project staff and Hawkins and Associates staff were severely limited during Year III. Primary communication was through periodic telephone calls and written correspondence.

- Hawkins and Associates staff representatives attended the ACA Convention in New York, March 4, 1982 in order to meet with project staff and to help disseminate information on Project STRETCH from the project booth in the exhibit hall.

- Hawkins and Associates staff representatives attended the Project Advisory Committee Meeting, May 14-16 in Bradford Woods.

Objective B: Assess the current status of inservice training programs and resources for camp directors in the United States and Canada.

Accomplishments: Year I (1979-80)

- At a subcontract meeting held on July 16, the types of surveys, and evaluation reports for the subcontractor were discussed.

- Between July 23-27, the Project Coordinator visited five youth camps in Indiana and Kentucky to ascertain the director's feelings toward camp director in-service training, competency based instruction and serving handicapped campers. Three of the five directors were certified camp directors. All provided some insight into the type of questionnaire which should be developed to ascertain camp directors' feelings towards inservice training.

- A subcontractor staff representative attended the Project Advisory Committee, September 9-12, to present completed evaluation forms for approval and otherwise explain evaluation procedures for Year I activities.

- The project Coordinator attended Part I of the Model A CDI on September 13-24. On October 5-12, the Project Coordinator attended the Western Model B-CDI. The Project Coordinator attended the Midwestern Model A Institute on January 15-25, 1980, held in George Williams Bay, WI. On February 5-10, 1980, the Project Coordinator attended the Eastern Model B Institute held in Ashland, MA.

- The following evaluation forms were completed by Hawkins & Associates subcontractor to assess the current status of inservice training programs for camp directors:

  — Overall Workshop Evaluation Form: This was devised to rate the overall effectiveness of a workshop by the participants.
  — Final Evaluation Report on the Camp Director Institute held on October 8-12, at the Colorado Outdoor Education Center: Recommendations were made to revise the evaluation instruments for the Model B institutes to include questions directly related to Project STRETCH objectives.
  — Survey of Camp Director Education Programs: The survey was reviewed by the Curriculum Development Committee—Project STRETCH. Following a limited field test made by camp directors of various camps serving the handicapped, professionals in the fields of recreation and therapeutic recreation including persons with expertise in training camp directors, final revisions of the survey were completed.

- The Survey of Camp Director Education Programs was randomly distributed by subcontractor to agencies involved in camping in the following capacities: education, sponsoring or direct supervision.

- A preliminary report was prepared by the subcontractor on this survey. These results were reported at the National ACA Convention held in February.

- A Questionnaire on Camp Director Education Programs was developed by Hawkins & Associates, Inc. to obtain more specific information about camp director education programs. The questionnaire was distributed to respondents of the Survey of Camp Director Education Programs who indicated that they conducted education programs for camp directors within their agency.

- Part III of the Survey of Camp Director Education Programs was sent to ACA section leaders by the subcontractor to obtain more specific information about their camp director education programs.

- Reports on ACA and non-ACA training were made to the NAC by Hawkins and Associates staff, April, 1981.

- A survey of the impact of attendance by camp directors at ACA Camp Director Institutes conducted during Year I of the project was made by Hawkins and Associates. The two-phase survey effort included both Participant and Supervisor/staff surveys.

- A survey of consumer (parent) opinion on criteria and competencies for camp directors was conducted by Hawkins and Associates.

- Reports on:
  - — CDI Impact Survey Results
  - — Consumer Survey Results
  - — Colleges and Universities Offering Camp Director/Administrator Courses
  - — National Organizations and Denominations Offering Camp Director Education Programs

  were submitted to Project staff at the October Advisory Committee meeting.

Year III (1981-82)

- Project staff attended the Camping and Diabetes Conferences sponsored by the American Diabetes Association.

- A survey to assess the impact of attendance at Year II CDIs in camp directors/administrators was conducted by Hawkins and Associates. The survey was based on that conducted to assess the impact of Year I CDIs, but surveyed only participants (rather than camp director supervisors and staff).

- A similar survey was conducted by Hawkins and Associates to assess the impact of non-ACA sponsored camp director training events on participants. Events included were those attended by project staff in Year II, and the Camping and Diabetes Conferences sponsored by the American Diabetes Association in Year III.

- Reports on the two impact surveys were submitted to project staff, and were further presented to the Project Advisory Committee at the May meeting.

Objective C: Determine appropriate competency-based content and systems for camp-director inservice training. This objective is to be accomplished in two stages:

1) Formulating competencies and content whereby the Project REACH and the 1978 revised ACA competencies will be reviewed for compatibility and completeness. The competencies should then be analyzed using a career ladder concept.

2) Determine delivery systems, i.e., developing additional methods for providing inservice training for camp directors.

Accomplishments: Year I (1979-80)

- A competency Survey was completed by sub-contractor, Hawkins & Associates. The competencies were approved by the Curriculum Development Committee and a limited field testing was conducted and the results evaluated. Based on the comments from the CDC and the field test results, final revisions of the survey were completed.

- The Camp Director's Educational Needs Assessment Survey was randomly distributed by the subcontractor to both certified (ACA) and non-certified members of the American Camping Association.

- A preliminary report was prepared by the subcontractor on this survey. These results were reported to the National ACA Convention held in February.

- The Competency Self-Assessment Survey of the Camp Director Educational Needs Assessment Survey was evaluated by the subcontractor. The report compared the self-assessment of ACA certified and non-certified camp directors.

- Phone calls were made by the subcontractor to various states to obtain lists of camp directors certified by those states. These camp directors were compared to a listing of ACA members to obtain a sample of non-ACA camp directors.

- The Camp Director Educational Needs Assessment Survey; Competency Self-Assessment was distributed to camp directors who are not ACA members.

- A final evaluation report on the Camp Director Needs Assessment Survey and Competency Self-Assessment Survey was completed by Hawkins & Associates, Inc. in June. This report compared the stated needs of camp directors who are ACA certified and those who are not certified by the ACA. The evaluation report also analyzed differences in the needs of a sample of camp directors who are not ACA members with those who are affiliated with the ACA.

Year II (1980-81)

- A survey to determine parental opinion regarding camp director competencies was developed and distributed to four groups of parents by the subcontractor. Parents surveyed included those with handicapped children who had and had not attended residential camps and those with non-handicapped children who had and had not attended camp. A report was submitted to project staff (see also Objective B).

- The REACH Camp Director Training Series, a competency-based set of materials, underwent an intensive review, conducted by Hawkins and Associates staff at the ACA Convention in Houston, A report was submitted to project staff.

- The competency questionnaire developed by Hawkins and Associates during Year I continued to be utilized during Year II in both evaluation of camp director training events and the Impact of CDI Attendance survey of Year I CDIs.

- Questions on competency-based training were included on the Market Survey developed by Hawkins and Associates.

Year III (1981-82)

- The competency questionnaire was revised slightly during Year III to reflect revisions in the core competencies. The competency questionnaire was included in both the Year II CDI Impact Survey and Survey of the Impact of non-ACA sponsored Camp Director Training Events developed during Year III.

- Questions on competency based training were again included on the interest survey developed by Hawkins and Associates to determine non-ACA audiences for Project STRETCH materials and training programs.

Objective D: Develop new instructional materials needed to accomplish the identified training goals and objectives.

Accomplishments: Year I (1979-80)

- Specific strategies for the review and field testing of Project deliverables were included in the Year I and II Evaluation Plans developed by Hawkins and Associates.

- The following evaluation forms were completed by Hawkins & Associates, the subcontractor, for possible use in developing new instructional materials:

  - Training Materials Analysis Form: This form is to be used by Project staff and others reviewing training materials.
  - Expert Review Form: This form is to be administered to experts involved in the review of training materials prior to the field test of these materials.
  - Professional Participant Data Sheet: This form is designed for camp directors involved in the field testing of training materials. The form is to be completed before their involvement in field tests.
  - Module Evaluation Forms: This form is to be administered to trainees involved in the field testing of camp director training materials at the time of the field test.

- — Managerial Feedback Forms finalized on:
  - — Business Management
  - — Health Service
  - — Site and Facility
  - — Food Service

Year II (1980-81)

- Major accomplishments in the materials evaluation during Year II have focused on internal review by project staff of all materials developed. These have resulted in:
  - — A Dean's Packet on Serving the Handicapped Through Camping was developed for use in the Year II Dean's training by project staff.
  - — Slide sets on "Mainstreaming," "Facilities" and "Handicapping Conditions" were developed by project staff and utilized in camp director training.
  - — A Trainer's Guide on Serving the Handicapped Through Camping was developed by project staff for use by persons training camp directors in this area.
  - — Revisions have been made by project staff in the Managerial Guides and Core Curriculum to improve their use in camp director training and to emphasize information on serving disabled campers.
  - — A Book of Readings to supplement the Core Curriculum Summary developed by project staff.

- Specific strategies for review of all project materials were incorporated into the Year III Evaluation Plan, and were presented to the Project Advisory Committee at the April meeting.

- Also at the April meeting, preliminary comments on materials development to date were offered by Hawkins.

- In May, Hawkins and Associates staff participated in the review of the Trainer's Guide for Serving the Handicapped through Camping and the Resource Packet. Specific recommendations for changes, deletions and additions were submitted to project staff.

Year III (1981-82)

- During the months of August-November, Hawkins and Associates worked in close conjunction with project staff to effect an expert review of the materials. Initial telephone contact was made with persons identified by project staff, and written letters of agreement outlining specific review procedures were forwarded along with copies of the materials to be reviewed. Reviewed at this time were:
  - — Four ACA Managerial Guides: Business; Site and Facility; Health and Safety; and Food Service
  - — The ACA Curriculum Guide

  - Making Effective Workshops Happen and the Awareness Workshop Resource Packet

- A Materials Review Form was developed by Hawkins and Associates staff.

- Hawkins and Associates staff have reviewed STRETCH materials and submitted their comments and suggested changes to project staff as part of the review process.

Objective E: Train the instructors of the inservice programs.

Accomplishments: Year I (1979-80)

- Specific training events conducted by project staff are detailed earlier in the narrative of this final report. Internal evaluation of all events was conducted by project staff.

Year II (1980-81)

- Specific training events conducted by project staff are detailed earlier in the narrative of this final report. Internal evaluation of all events was conducted by project staff.

Year III (1981-82)

- Specific training events conducted by project staff are detailed earlier in the narrative of this final report. Internal evaluation of all events was conducted by project staff.

Objective F: Conduct a series of national inservice training programs.

Accomplishments: Year I (1979-80)

- Specific inservice training programs conducted during Year I are detailed earlier in this narrative. These training events were attended by the Project Coordinator or other project staff for evaluation purposes.

- Evaluation instruments developed for use in assessment of national inservice training programs included:

  - Institute Feedback Form
  - Managerial Feedback Form
  - Observer Checklist

- Evaluation summaries of the Model A and Model B Institutes were prepared by Hawkins and Associates staff based on input from Observer checklists completed by project staff and Institute Feedback Forms completed by participants.

- A final Evaluation Report assessing the Model A and Model B Camp Director Institutes conducted during the fall of 1979 and the winter of 1980 was completed by Hawkins & Associates, Inc. This report included a comprehensive assessment of the methods, topics, time spent and resources utilized by the Institutes.

Year II (1980-81)

- Project staff has participated in training conducted at four ACA CDIs including:

    - Texas, September, 1980
    - Iowa, November, 1980
    - Iowa, January, 1981
    - Texas, February, 1981

  Training focused on testing of newly developed training materials (see above) and information on serving persons with disabilities through camping. These CDIs were thoroughly evaluated, and a report of the results was compiled and submitted to project staff by Hawkins and Associates.

- Project staff also participated in Managerials identified as having experimental components including four managerials conducted in conjunction with the ACA sections. Internal evaluation was made by project staff.

- Project staff also made presentations on camping for disabled individuals at seven non-ACA national training events for camp directors (see listing above). Evaluation of these events, based on data reported by Project staff, was made by Hawkins and Associates (see Objective B).

Year III (1981-82)

- A variety of inservice programs were conducted as a part of Project STRETCH during Year III including Camp Director Institutes, Managerial Workshops, Basic Camp Director Education Courses, Home Study Courses, and Awareness Workshops. Specific events are detailed earlier in this narrative.

- Internal evaluation of all training events was made by Project Staff, based on procedures established during Years I and II.

Objective G: Publish a trainers guide, inservice curriculum guide, and a book of selected readings and resources.

Accomplishments: Year I (1979-80)

- Internal review and evaluation of the Dean's Manual, Curriculum Guide and Book of Readings were conducted by project staff (see also Objective D).

- The Dean's Manual was field tested during Dean's orientation and training in April.

Year II (1980-81)

- Final revisions have been made to the Dean's Manual and Core Curriculum during Year II (see above). Plans for the expert review of these and other project deliverables were developed for implementation in Year II. (See also Objective D.)

- The first draft of the Book of Readings was developed and readied for field testing and revision in Year III, following internal review by project staff.

Year III (1981-82)

- Following review procedures begun in Year I and II and specific expert review conducted in Year III, the Camp Director Education Curriculum Guide, and Perspectives on Camp Administration: A Book of Readings were published in final form during Year III. (See also Objective D.)

Objective H: Develop a dissemination plan and analyze the utilization of the inservice training materials and programs.

Accomplishments: Year I (1979-80)

- Initial plans for program materials dissemination were discussed by project staff and Hawkins and Associates staff at the May Project Advisory Committee meeting.

Year II (1980-81)

- A preliminary dissemination plan was developed by project staff and the subcontractors, Hawkins and Associates. This plan was presented to the Project Advisory Committee, October, 1980.

- A Market Survey describing project deliverables and training events was developed by Hawkins and Associates staff and disseminated to 1,750 ACA members by project staff. A report of the results was compiled by Hawkins and Associates staff and presented to the Advisory Committee, April, 1981.

- Based on the results of the Market Survey, revisions to the dissemination plan were suggested by project staff and subcontractors.

Year III (1981-82)

- A preliminary interest survey designed to determine non-ACA interest in project materials and training programs was designed by Hawkins and Associates staff and submitted to project staff for dissemination when materials are ready for publication.

- A detailed dissemination plan was developed by Hawkins and Associates staff and submitted to Project Staff. The plan incorporated suggestions on dissemination made at the Project Advisory Committee meeting in May.

Objective I: Conduct a thorough evaluation and report on the inservice training program.

Accomplishments: Year I

- Evaluation of project activities has been conducted by the subcontractors, Hawkins and Associates, Inc. in conjunction with project staff. Major evaluation tasks are outlined above and in the Summary of Evaluation Activities, Year I (see Appendix).

- Major reports submitted to project staff by Hawkins and Associates or given in presentation to the staff and Advisory Committee have included:

  - Evaluation Plans for Years I and II including appropriate evaluation instruments
  - Final Report--Survey of Camp Director Education Programs
  - Final Report: Camp Director Needs Assessment
  - Evaluation Summary, Model A and B Camp Director Institutes
  - Third Party Evaluation of Project Progress/Final Evaluation Report

Year II (1980-81)

- Evaluation of project activities has been conducted by the subcontractors, Hawkins and Associates, Inc. in conjunction with project staff. Major evaluation tasks are outlined above and in the Summary of Evaluation Activities, Year II (see Appendix).

- Major reports submitted to project staff by Hawkins and Associates or given in presentation to the staff and NAC have included:

  - Evaluation Plan for Year III
  - Comprehensive Analysis of Non-ACA Camp Director Training Programs
  - Parent's Assessment of Camp Director Training Needs
  - Comprehensive Assessment of ACA CDIs - Year II
  - Third Party Evaluation of Project Progress/Final Evaluation Report
  - Plan for Dissemination/Utilization of Project Materials and Training
  - Impact of CDI Training - Year I
  - Review of REACH Materials

Year III (1981-82)

- Evaluation of project activities has been conducted by the subcontractors, Hawkins and Associates, Inc. Major evaluation tasks are outlined above and in the Summary of Evaluation Activities, Year III (see Appendix).

- Major reports submitted to project staff by Hawkins and Associates or given in presentation to the staff and Advisory Committee have included:

  - Impact of Year II CDI Attendance on Camp Directors/Administrators
  - Impact of non-ACA Sponsored Camp Director Training Events on Camp Directors/Administrators
  - Dissemination Plan
  - Third Party Evaluation of Project Progress/Final Evaluation Report

# APPENDIX

APPENDIX A: INFORMATION BULLETINS

- Bulletin #1
- Bulletin #2
- Bulletin #3
- Bulletin #4

APPENDIX B: MAJOR SURVEYS AND DISSEMENATION PLAN

- Survey I - Status of Inservice Training
- Survey II - Camp Director Educational Needs Assessment Survey
- Survey III - Consumer Views Toward Professional Training: Parents Survey
- Project STRETCH Dissemination and Utilization Plan

APPENDIX C: EVALUATION REPORTS

- Final Evaluation Project Report and Summary of Evaluation Activities, June 1981-May 1982
- Impact of CDI Attendance Year I
- Impact of CDI Attendance Year II
- Impact of Non-ACA Sponsored Training on Camp Director/Administrators

APPENDIX D: EDUCATIONAL SERVICES DELIVERY SYSTEM

# APPENDIX A

## INFORMATION BULLETINS

# ProjectStretch

Strategies to Try out Resources to Enhance the Training
of Camp directors serving the Handicapped

## INFORMATION BULLETIN #1

A three year training project funded by Bureau of Education for the Handicapped to the American Camping Association. Purpose of the project: Development and implementation of a nationwide inservice training program for personnel providing services to handicapped children and youth in regularly and specially designed camping and outdoor education programs.

### BACKGROUND

In 1976, the University of Kentucky was awarded a three year research grant entitle Project REACH, from the Bureau of Education for the Handicapped to develop a competency-based training program and resources for the expansion and advancement of camping for the handicapped. As a result of Project REACH, three sets of training material were developed for (1) camp directors (2) counselors and (3) other camp support staff.

The researchers, recognizing as a result of Project REACH that (1) most information needed by camp staff serving the handicapped is the same information needed by all other camp staff and that (2) resources or approaches used for training all types of camp directors could be helpful for developing a training program for camp directors serving the handicapped, encouraged the American Camping Association to apply for a federal training grant to field test the REACH material and develop other strategies and resources for camp director training.

In June, 1979, the American Camping Association was awarded a three year training grant entitled Project STRETCH.

### PURPOSE OF THE PROJECT

Organized camping experiences for the handicapped have been successfully offered since the late 1800's. However, camp experiences for the handicapped have been offered primarily as specialized programs rather than including the handicapped in regular camping programs. Furthermore, there has been a lack of training material and training experiences to prepare camp staff to deal with camp programs which successfully include the handicapped.

Through Project STRETCH, there is an opportunity (1) to test the value of the REACH materials for all camp directors (2) to aid in the professional development of the director specializing in camping programs for the handicapped and (3) to increase the awareness and skills of other camp directors who may not have been exposed to the handicapped or who may not have considered the possibility of including handicapped campers in the camp program.

### VALUE TO THE CAMPING PROFESSION

Since 1970, the ACA has been involved in the business of providing inservice training for experienced camp directors as part of it's professional camp director certification program. Through Project REACH, a number of good resources were identified and materials have been developed which are of value to all camp directors. Through Project STRETCH, ACA has the opportunity not only to improve the quality and quantity of training programs for camp directors serving the handicapped but all camp directors.

### PROJECT STRETCH OBJECTIVES

During Project STRETCH, ACA hopes to accomplish the following:

a. Develop and implement a comprehensive management plan for the conduct of a national inservice training program.
b. Assess current national inservice training programs and resources.

c. Determine appropriate competency-based delivery systems and content for inservice training.
d. Develop new instructional material needed to accomplish the identified training goals and objectives.
e. Train the instructors of the national inservice training programs.
f. Conduct a series of national inservice curriculum guide, and a book of selected readings and resources.
g. Publish a trainers guide, inservice curriculum guide, and a book of selected readings and resources.
h. Develop a dissemination plan and analyze the utilization of the inservice training materials and programs.
i. Conduct a thorough evaluation and report on the project.

To assist in the fulfillment of these objectives, ACA has employed a full-time executive staff member (Project Coordinator) and a full-time secretary who are on the National Headquarters staff. Additionally, ACA has sub-contracted with consultants to provide ongoing technical assistance regarding the refinement of the REACH materials and to conduct comprehensive external evaluation.

During the first year of STRETCH, the following tasks should be accomplished:

1. A Survey examination of current inservice training programs for camp directors offered through ACA and by other organizations and institutions.
2. A more thorough examination of ACA's Camp Director Institutes and Managerials.
3. Refinement of ACA's Camp Director Certification Program Core-curriculum Objectives.
4. Limited initial revision of REACH materials.
5. Development of evaluation instruments to monitor effects of various learning approaches.
6. Development of evaluation instruments to monitor effects of various learning approaches.
7. Development of a Dean's Manual.
8. Development and initiation of plan for Dean's selection, orientation and appointment.
9. Orientation of Section personnel regarding use of REACH resources in the conduct of Managerials.

## PROGRESS TO DATE

Since June, 1979 the following has been accomplished:

- Project Coordinator was hired.
- National Advisory Committee was appointed and convened for it's first meeting.
- Sub-contractor was hired to conduct national survey on status of inservice training and as an outside evaluator of the Project.
- Review was made of ACA Core-curriculum and compared to the curriculum in Project REACH.
- A thorough review of all ACA Camp Director Institutes begun.
- New Approaches for trying our REACH materials were selected for field testing in 1980-81.
- First draft of a dean's manual was completed.
- A dean's training has been scheduled for spring, 1980.
- An orientationfor Section personnel regarding use of REACH resources has been scheduled for winter, 1980.
- A review was begun of the process for dean selection, appointment and orientation.

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## REACH COUNSELOR AND STAFF MATERIAL AVAILABLE

The materials developed by Project REACH for camp counselors and staff are currently available from the Publications Department, and for a complete list contact: PUBLICATIONS,
AMERICAN CAMPING ASSOCIATION
Bradford Woods, Martinsville, IN. 46151

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## HELP!

Project STRETCH is seeking slides depicting mainstreaming of handicapped campers into camp activities with non-handicapped campers. If you have slides or know of someone who does, please contact:

Coordinator-Project STRETCH
American Camping Association
Bradford Woods, Martinsville, IN. 46151
Phone: 317/342-8456

# CAMP DIRECTOR CURRICULUM

The ACA core-curriculum areas for camp director training and those of the Project REACH camp director series have a significant overlap in terms of the knowledge base a camp director should possess. Project STRETCH will field test both curriculums.

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PROJECT REACH CURRICULUM
Modules and Field Guides

I. Orientation to Camping And The Camp
II. About The Campers
III Master Plan For All Camps
IV. Maintaining Facilities
V. Communication
VI. Health and Safety
VII. Business and Finance
VIII. Camping Services For the Handicapped
IX. Professional Development Of All Personnel
X. Field Guide: Secretary
XI. Field Guide: Food Service Supervisor

ACA CORE-CURRICULUM

- Camper Growth and Development
- Role Of The Director
- Camping Philosophy/Objectives
- Program Development
- Organizational Structure Staff
- Health Service
- Food Service
- Business Management
- Site/Facility Management
- Interpreting the Value Of The Camp Evaluation

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## CURRICULUM

Since 1970 more than 530 camp directors have attended Camp Director Institutes sponsored by the American Camping Association. Content of these institutes has been based on the ACA's core-curriculum for camp director education. As part of Project STRETCH, the ACA curriculum will be evaluated and Project REACH material field tested as it relates to the core-curriculum.

# STRETCH

## PROJECT OFFICER

William Hillman, Jr., Bureau of Education For the Handicapped. - Washington, D.C.

## PROJECT STAFF

Armand Ball, Project Director
Sue Stein, Project Coordinator
Kay Kester-Oliver, Ass't Project Director
Phyllis Elmore, Project Secretary

## PROJECT CONSULTANTS

Dr. Elizabeth M. Farley, - University of Kentucky.
Denise Robinson, - Hawkins and Associates

## NATIONAL ADVISORY COMMITTEE

| | |
|---|---|
| Rev. Paul Howells, Chairperson | Lutheran Church of American - PA. |
| Mr. Frank Levine | Faculty, University of Maine - ME. |
| Dr. Julia Brown | Faculty, University of Wisconsin-Madison - WI. |
| Dr. Judy Myers | Faculty, George Williams College - IL. |
| Ms. Jan Adams | Camp Director and Owner - CT. |
| Mr. Charles Butler | Sharpe Health Center - Washington, D.C. |
| Ms. Nannette Enloe | Director, Girl Scouts - GA. |
| Dr. William Hammerman | Faculty, San Francisco State University - CA. |

## CORRESPONDING MEMBERS

| | |
|---|---|
| Dr. Nelson Wieters | Faculty, George Williams College - IL. |
| Mr. Gary Robb | Director, Bradford Woods Complex - IN. |
| Ms. Edie Klein | Faculty, University of Georgia - GA. |

The project information reported herein is being performed pursuant to Grant No. C00-79-01333 from the Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health Education and Welfare. However, the opinions expressed do not necessarily reflect position or policy of the Bureau, and no official endorsement by the U.S. Office of Education should be inferred.

PROJECT STRETCH
AMERICAN CAMPING ASSOC.
Bradford Woods
Martinsville, IN. 46151

# ProjectStretch

[illegible]rategies to Try out Resources to Enhance the Training
of Camp directors serving the Handicapped

INFORMATION BULLETIN #2

A three year training project funded by Bureau of Education for the Handicapped to the American Camping Association. Purpose of the project: Development and implementation of a nationwide inservice training program for personnel providing services to handicapped children and youth in regularly and specially designed camping and outdoor education programs.

## NOTE

In June 1979, the American Camping Association was awarded a three-year training grant to:

1. Test the value of the Project REACH camp director material for all camp directors
2. Aid in professional development of the director specializing in camping programs for the handicapped
3. Increase the awareness and skills of other camp directors who may not have considered the possibility of including handicapped campers in the regular camp program

This second issue of the Bulletin presents a summary of the highlights of Project STRETCH during the previous year and the anticipated accomplishments for 1980-81.

## PROJECT HIGHLIGHTS

The following has been accomplished since fall 1979:

- Review was made of the 1979-80 ACA Camp Director Institutes
- REACH camp director materials were field tested
- National survey on the status of inservice training is nearly completed.
- Orientation meeting was held for the Deans/Instructors of ACA National Camp Director Institutes and Seminars
- Survey of Camp Director Training Needs was completed
- Training and guidelines were provided for Section Managerial Coordinators
- First draft of a packet for Dean/Instructors on "Serving the Handicapped Through Camping" was developed
- First draft of Managerial Trainer's Guide was completed.

## ANTICIPATED ACCOMPLISHMENTS

During this second year, Project STRETCH plans to accomplish the following:

- Examination of 5 non-ACA Camp Director training courses (Boy Scouts, etc.)
- Development of 4 managerial trainers guides
- Pilot Home Study option for Managerials and the Basic Camp Director Education course
- Survey consumers to determine their views on Camp Director education requirements
- Revision of the Dean's Manual and Curriculum Guide
- Continued field testing of the REACH material at Institutes and Managerials
- Pilot new material on "Serving the Handicapped" at Institutes.
- Develop a Book of Readings related to the curriculum

## NEW IN 1980-81

The following new materials were developed during the summer and will be available in fall 1980 for field testing. They are, Managerial Coordinator Trainer Guides for:

- Health and Safety
- Site and Facilities
- Business and Finance
- Food Service Management

In addition, recognizing the need for materials to aid Deans in conducting a session(s) on "serving the handicapped through camping," a special kit was also developed. The kit will be field tested this year at all Camp Director Institutes. It will include a packet of reference material and two slides sets. One on, "Handicapping Conditions And The Implications For Camp." The other, "Mainstreaming Versus The Special Camp."

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## CAMP DIRECTOR INSTITUTES REVIEWED

During 1979-80 three ACA Camp Director Institutes were conducted:

- -Model A-George Williams College, Williams Bay, WI. September and January, (22 days)
- -Western Model B-Sanborn Western Camps, Florissant, CO. October, (6 days)
- -Eastern Model B-Warren Center, Ashland, MA. February, (6 days)

Sixty-nine camp directors participated in these 1979-80 Institutes. Following the Institutes, 26 applied for and received ACA Camp Director certification from the National Leadership Certification Board last May.

No two Institutes observed were exactly alike in terms of organization. The Model A, due to its length, was able to provide more time on topics such as group dynamics, greater opportunity for actual "hands on" experiences, such as organizing a backpack trip, and for group feedback on individual master camp plans.

The Western Model B utilized the expertise of the participants to a greater extent than any of the other Institutes. A questionnaire including a section on needs assessment, was sent to all participants prior to the Institute. The Institute was built to meet the needs of the group in relation to the ACA core-curriculum and to utilize those persons with strong skills in those areas.

The Eastern Model B was divided into small groups. Each group was assigned a faculty member (experienced CCD) who served as a facilitator for the participants as the small group worked through the camp development process.

Each Institute had its own term for the camp development process. In one, it was known as the "spiral," another called it the "stair steps", the third, called it the "snake." Each included a session on the handicapped and Project STRETCH. All Institutes were a worthwhile professional development experience for the camp directors participating.

Institutes scheduled for 1980-81 include:

| | | |
|---|---|---|
| Texas | September | 24-29, 1980 |
| Iowa | November | 2- 7, 1980 |
| Nebraska | January | 16-20, 1981 |
| Texas | February | 17-22, 1981 |

For more information on Institutes, see the 1980-81 Leadership Catalog.

## MANAGERIAL COORDINATORS TRAINING

A brief training session on the current Managerial Guidelines and Resources was conducted at the February 1980 National ACA Convention. About one-third of the Sections were represented. The next training for the Managerial Coordinators is scheduled for the evening of February 24, 1981.

## REACH MATERIALS TESTED

Modules developed as part of the Project REACH Camp Director series were field tested at all three institutes and five ACA managerial workshops during 1979-80. Due to the low number of responses (28% return) from participants who requested materials but failed to return their evaluations, Project STRETCH will continue field testing these materials again this year at Institutes and Managerials.
NOTE: IT IS CRITICAL if you requested REACH materials at an Institute for review, that you complete the evaluation forms to aid us in material revision.

## HELP!

Project STRETCH is developing a list of camps who actively promote their camp for mainstreaming. If you actively promoted your camp for mainstreaming, please let us know who, what, when, and where you did your promotion.

## DEAN'S ORIENTATION

An orientation meeting was held at ACA National Headquarters in April, 1980 to provide Deans of Camp Director Institutes and Instructors for ACA Approved Basic Camp Director Education courses an opportunity to review the revised Camp Director Education Curriculum, share resources for camp director training, and get an update on Project STRETCH. Fourteen camp directors and educators attended this historic meeting. Following the orientation, four colleges/universities were approved to pilot Basic Camp Director Education courses. They are:

Springfield College, Massachusetts
George Williams College, Wisconsin
Indiana University, Indiana

The next Dean's Orientation meeting is scheduled for November 7-9, 1980 at National Headquarters.

## SURVEY OF CAMP DIRECTOR EDUCATION

A National Survey of Camp Director Education Programs was partially completed by Hawkins and Associates for Project STRETCH. More than 200 agencies responded. From the survey, it was found that only two organizations currently certify camp directors nationally. These are:
- Boy Scouts of America
- American Camping Association

The American Camping Association has more requirements for its' certification. Both also require attendance at a recertification seminar every five years. (See the ACA Leadership Catalog for more details on certification prerequisites)

Of the agencies who responded to the National survey:
- 55% currently provide camping opportun- for the handicapped
- 31% offer their own Camp Director Education programs
- An additional 44% provide Camp Director resource materials.

Of the agencies who offer Camp Director Education programs:
- Prime time for education programs to be offered is Spring
- Length of most programs is 2-6 days
- Subjects emphasized most often (top 6)
  - Staff development
  - Camper development
  - Camp Organization
  - Program development
  - Evaluation accountability
- As a subject emphasized, special populations ranked 13th
- The top six training methods utilized were:
  - Group discussion
  - Lecture
  - Guest speakers
  - Films/slides
  - Role play/simulations
- Competency-base instruction is not a preferred method of instruction by most agencies offering camp director programs.

Conclusion: ACA Camp Director Education Programs seemed to represent the majority of education programs for camp directors endorsed by other agencies who do not offer their own programs.

All agencies indicated an interest in Camp Director Education sessions on how to serve the handicapped through camping. However, very few offer such sessions as part of their regular Camp Director Inservice training. ACA and the Boy Scouts currently offer a session(s) on the handicapped as part of every National Camp Director School/Institute they offer.

More materials such as those being developed by Project STRETCH are needed for Camp Director Education programs.

## SURVEY OF CAMP DIRECTOR NEEDS

A National Survey On Camp Director Education Needs was completed by Hawkins and Associates in July for Project STRETCH. More than 450 camp directors responded. Those who responded:
- Represent a variety of educational backgrounds, ages, and types of camp affiliations
- 94% have attained a bachelor's degree or higher
- The majority direct an ACA Accredited Camp(s)
- Less than half have been involved in courses dealing with the handicapped.

As part of the survey, respondents were asked to rank 17 topics according to their top training needs. As summerized, these were:

| Certified Directors | ACA Members | Non Members |
|---|---|---|
| . Staff Development | . Business Management | . Training Manual |
| . Business Management | . Program Development | . Group Discussion |
| . Programming | . Food Service Management | . Lecture |

Training on special populations did not rank in the top ten topics for any group. Respondents were also asked to rank their three most preferred methods of instruction. These were:

| Certified Director | ACA Members | Non Members |
|---|---|---|
| . Group Discussion | . Manual | . Training Manual |
| . Training Manual | . Programmed Instruction | . Group Discussion |
| . Programmed Instruction | . Readings | . Lecture |

When asked if competency based instruction (CBI) would be appropriate, more than 80% said yes. Many indicated they knew very little about CBI, and said they would be interested in learning more. Based on the response to the Survey, directors take an

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(Survey of Needs continued)

active interest in camp director education programs. All recognized the need for training on the handicapped, but assign a relatively low priority to this topic when forced to make choices between other topics.

Since few directors have much education or experience in the area of special populations, the camping field needs to develop a major awareness program stressing the importance of serving the handicapped, as part of the total camp director education program.

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## STRETCH

PROJECT OFFICER

William Hillman, Jr. Bureau of Education For The Handicapped. - Washington, D.C.

PROJECT STAFF

Armand Ball, Project Director
Kay Kester-Oliver, Ass't Project Director
Sue Stein, Project Coordinator

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PROJECT STRETCH
AMERICAN CAMPING ASSOCIATION
BRADFORD WOODS
MARTINSVILLE, IN. 46151

# ProjectStretch

Strategies to Try out Resources to Enhance the Training of Camp directors serving the Handicapped

INFORMATION BULLETIN #3

A three year training project funded by Bureau of Education for the Handicapped to the American Camping Association. Purpose of the project: Development and implementation of a nationwide inservice training program for personnel providing services to handicapped children and youth in regularly and specially designed camping and outdoor education programs.

## NOTE

In June 1979, the American Camping Association was awarded a three-year training grant to:

1. Test the value of the Project REACH camp director material for all camp directors.
2. Aid in professional development of the director specializing in camping programs for the handicapped.
3. Increase the awareness and skills of other camp directors who may not have considered the possibility of including handicapped campers in the regular camp program.

This third issue of the Bulletin presents a summary of the highlights of Project STRETCH during the previous year and the anticipated accomplishments for 1981-1982.

## PROJECT HIGHLIGHTS

The following has been accomplished during Year II:

- Examination of 6 non-ACA camp director training courses and 4 ACA Camp Director Training programs
- First draft of the Managerial Trainers Guide was completed
- Piloted Home Study Courses for Managerials and the Basic Camp Director Education Course
- Completed field testing of the REACH Camp Director Education materials

## PROJECT HIGHLIGHTS (Continued)

- Piloted Trainer's Guide on Serving the Handicapped Through Camping
- Completed first draft of the Book of Readings for Camp Director Education
- Held orientation for the Deans/Instructors and Section Leadership Chairpersons on managerials and the revised curriculum

## MAJOR ANTICIPATED ACCOMPLISHMENTS

During our final year, Project STRETCH plans to accomplish the following:

- Finalize and print all Project STRETCH materials
- Conduct training for college educators and instructors on the Camp Director Education curriculum and materials at the New York ACA Convention (March '82)
- Conduct training for Regional and Sectional Leadership Chairpersons on the new Camp Director Education model and support system
- Implement a dissemination plan to promote use of the programs and materials developed as a result of this project
- Conduct series of Awareness Workshops

## CAMP DIRECTOR TRAINING OBSERVED

During 1980-81, 6 non-ACA Camp Director inservice training programs were observed in which 280 camp directors participated. These included:

Director Section of Boy Scouts National Camping School - Ohio, June 1980

Lutheran Church of America and Canada, Ontario, October 1980

## CAMP DIRECTOR TRAINING OBSERVED (Cont.)

Pioneer Ministries - Illinois,
November 1980

Easter Seal Society - Iowa, Jan. 1980

Camp Fire, Inc. - Iowa, February 1981

YMCA Day Camp Directors - New York,
March 1981

No two training programs observed were exactly alike. With the exception of the Pioneer Ministries training, all of the above lasted 4-7 days.

The program offered by the Boy Scouts, Camp Fire, and YMCA were designed primarily for the new camp director. The other training programs observed offered sessions primarily for experienced camp directors.

The Boy Scouts have the most detailed trainers guide developed.

The YMCA has a curriculum for camp director training. The other organizations did not have a curriculum guide developed but did have a number of camp manuals and materials which they used as resources for director training.

With the exception of the training offered by the Easter Seal Society, very little time was spent on serving the handicapped through camping.

Boy Scouts used a simulation exercise to create awareness of the problems of someone with a physical handicap and presented a short lecture on the reason Scout camps should be prepared to serve the handicapped.

Camp Fire training also used a simulation exercise to create awareness of the problems of getting the camp community to work together and emphasized one of the goals of their program was to begin mainstreaming the handicapped in camps.

All training programs, with the exception of the Easter Seal Society, are offered yearly.

## ACA TRAINING CONDUCTED

Between September 1980-February 1981, several ACA training programs were conducted as part of Project STRETCH. These included:

-- Camp Director Institutes in Texas and Iowa in which a total of 65 directors participated

-- Basic Camp Director Education courses sponsored with Springfield College in Massachusetts and Indiana University in Bloomington, IN for a total of 32 persons

-- Home study courses on the managerials and basic camp director education courses in which 12 individuals enrolled

-- Section managerial workshops using the new guidelines developed

Training scheduled for 1981-82 includes:

-- Camp Director Institutes in --
Texas, February 1981
Iowa, January 1981
Bloomingdale, NJ, March 1982
New Mexico, October 1982

-- ACA Basic Camp Director Education courses

-- Awareness Workshops on Camping for the Disabled

-- Section managerials (see local ACA Section newsletters)

-- Home study courses for managerials and the Basic Camp Director Education course.

For more information, see the September/October issue of Camping Magazine

## NEW -- AWARENESS WORKSHOP

Based on the resources developed by Project STRETCH, ACA will offer a new training program beginning in 1981-82.

Sections have been asked to offer an Awareness Workshop on Camping for the Disabled. Focus of the new workshops will be (1) to increase participant awareness, (2) provide introductory information, and (3) share resources to get started.

## DEANS/EDUCATORS ORIENTATION

An orientation training was held at ACA National Headquarters in November 1980, to provide deans and instructors for ACA Project STRETCH Camp Director Education Courses an opportunity to review the new camp director education curriculum, programs, and materials.

Fourteen persons participated. Following this orientation, college instructors approved to pilot the ACA Basic Camp Director Education course again, included:

George Williams College, Illinois
Indiana University, Bloomington
University of Kentucky, Lexington
Michigan State, Detroit
University of Oregon, Portland
Springfield College, Massachusetts
San Francisco State, California

Training for college educators, deans, and instructors interested in the new camp director education curriculum will be offered for the final time by Project STRETCH as part of the ACA National Convention in New York, March 1982. Details will be available in the fall convention mailing.

## SURVEY ON CONSUMER VIEWS TOWARD PROFESSIONAL TRAINING

A survey was completed earlier this year on "What Should Be Included in Camp Director Training."

Four groups were contacted:

Parents with handicapped children who had or had not been to camp, and parents with non-handicapped children who had or had not attended camp.

One question asked consumers to rank the degree of importance for training of each of 14 major areas.

PARENTS OF THE HANDICAPPED:

Priority

1 - Training on the handicapped
2 - Staff qualifications
3 - Program design
4 - Health and Safety
5 - Staff-recruitment and training.

PARENTS OF THE NON-HANDICAPPED

Priority

1 - Health and safety
2 - Staff-recruitment and training
3 - Handicapped
4 - Program design
5 - Camper growth and development

## SURVEY (Continued)

Another question asked was to rate on a 1 (low) to 10 (high) scale, a list of director qualifications they consider when selecting a camp for their child. All items were rated 5 points or higher. Those items receiving the highest ratings were:

PARENTS OF NON-HANDICAPPED WHO ATTENDED CAMP:

Priority

1 - Director is certified
2 - Director is over 21
3 - Director is over 25
4 - Previous directing experience
5 - Parent receives information on camp director training

PARENTS OF NON-HANDICAPPED WHO HAVE NOT ATTENDED CAMP:

Priority

1 - Director is certified
2 - Director is over 21
3 - Courses on camping
4 - Parent receives information on training.
5 - Previous directing experiences

HANDICAPPED WHO ATTENDED CAMP:

Priority

1 - Courses on handicapped
2 - Previous directing experience
3 - Parents receive information about director's training.
4 - Director is over 21
5 - Parents meet director

HANDICAPPED WHO HAVE NOT ATTENDED:

Priority

1 - Courses on handicapped
2 - Parent can meet director
3 - Parent receives information about director's training
4 - Director is over 21
5 - Director mainstreams the handicapped

The survey indicated consumers are interested in the qualifications and training a director has when selecting a camp for their child.

The survey also indicates elements in the ACA Camp Director Education program and certification are of importance to the consumer.

As all consumers become more aware of training and certification for camp directors, more and more parents will be asking questions about professional preparation. Now is the time for directors to seek training and certification if they do not possess it already. (Results were printed in the June '81 issue of Camping Magazine)

## NEW PUBLICATIONS TO BE PRINTED

The following is a brief description of the new publications which will be printed as part of Project STRETCH. These will be available from ACA publications sometime during 1982.

Camp Administration Training Series:

- Managerial Trainer's Guides (approximately 50 pp each)

NEW PUBLICATIONS (Continued)

These four guides are of value to instructors and directors responsible for providing training on the four major areas of camp management: Food Service, Business and Finance, Health Service, and Site/Facility management.

Each of the four guides contain pre- and post-assessment for participants, a list of specific learning objectives, recommended references, and a suggested training outline.

Camp Director Education: Curriculum Guide (100-125 pp)

This guide is designed as a resource for trainers and college instructors with responsibility for camp director education.

Units include: Life Span Development: Special Populations, Role of the Director Philosophy, Program, Organizational Design, Staff, Interpreting the Value of Camp, Evaluation, Food Service, Business, Health/Safety, Site/Facilities.

Each unit contains a rationale for the competencies, areas to be covered, suggested learning activities, methods of assessment, numerous references, and a planning sheet.

Perspectives on Camp Administration (150 pp)

Edited by Dr. Elizabeth M. Farley, the book of readings is an excellent resource for both the person considering entry into the field of camp directing and the experienced practitioner.

Selections for the book were made from hundreds of articles written for magazines in the field of leadership, camping human development, etc.

Topics include: Philosophical Consideration and Foundations, Life Span Development, Role of the Camp Director, Organizational Design and Staff Management, Camp Program, Evaluation, the Future, and Special Populations

Each section begins with an interview with a leader in that field and his/her observations on the implications for camp directors. Sections end with a series of discussion questions.

Making Workshops Happen (25 pp)

Prepared by Denise Robinson, this brief little booklet provides helpful tips for anyone serving as a coordinator or resource person for a one hour to one-day workshop for adults.

Resources were taken from the Awareness Workshops sponsored by Project STRETCH on the topic Serving Persons with Disabilities Through Camping.

Workshop and Training Resource Packet: Serving Persons with Disabilities (100 pp)

This packet has been developed to aid the instructor with little or no experience in camping for the handicapped.

It consists of suggested objectives, resources, and learning activities in a quick, ready-to-use format.

Appendices include: articles for duplication, list of organizations for the handicapped, worksheets, media list, simulation exercises, a sample lecture, suggested readings, and a research article on how to recruit.

A handy reference for trainers of camp directors and camp counselors.

STRETCH

PROJECT OFFICER

William Hillman, Jr.

Office of Special Education and Rehabilitation Services,
Washington, DC

PROJECT STAFF

Armand Ball, Project Director

Kay Kester-Oliver, Assistant Project Director

Sue Stein, Project Coordinator

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PROJECT STRETCH
AMERICAN CAMPING ASSOCIATION
BRADFORD WOODS
MARTINSVILLE, IN 46151

**ProjectStretch**

Strategies to Try out Resources to Enhance the Training
of Camp directors serving the Handicapped

# INFORMATION BULLETIN #4

A three-year training project funded by Office of Special Education and Rehabilitative Services to the American Camping Association. Purpose of the project: Development and implementation of a nationwide inservice training program for personnel providing services to handicapped children and youth in regularly and specially designed camping and outdoor education programs.

## Note:

In June 1979, the American Camping Association was awarded a three-year training grant to:

1. Test the value of the Project REACH camp director material for all camp directors.
2. Aid in professional development of the director specializing in camping programs for the handicapped.
3. Increase the awareness and skills of other camp directors who may not have considered the possibility of including handicapped campers in the regular camp program.

## PROJECT STRETCH ENDS THREE YEARS

On August 31, 1982, ACA officially ended the work of Project STRETCH. During the Project, several major tasks were accomplished which had, and will continue to have, a significant impact on camping for the disabled and the entire camping profession.

A special thanks from all of us in ACA to the hundreds of people who have given thier time and input to make the Project possible.

Members of the Advisory Committee during all three years included:

—Rev. Paul Howells, Camping Specialist, Lutheran Church of America, PA

—Dr. Julia Brown, Associate Professor, Dept. of P.E. & Dance, Univ. of WI/Madison, WI

—Ms. Jan Adams, Director and Owner of Camp Idlepines for Girls, CT

—Dr. Judith Myers, Associate Professor of Leisure Studies and Research, George Williams College, IL

—Mr. Charles Butler, Recreation Specialist, Patient Activities Dept., National Institutes of Health, DC

—Ms. Nannette Enloe, Director of Program Services for the Northwest G.S. Council of Atlanta, GA

—Dr. William Hammerman, Professor of Education, Dept. of Administration and Interdisciplinary Studies, San Francisco State University, CA

Dr. William Hammerman, Paul Howells, Chairperson; Charles Butler

## MAJOR ACCOMPLISHMENTS

The major project accomplishments were:

—National Survey completed on the Status of Camp Director Education as provided by colleges/universities; national youth serving and religious organizations; and Sections of the American Camping Association.

—National Survey completed on the felt needs of camp directors for professional inservice training.

—Survey completed on consumer attitudes toward professional training and qualifications needed by camp directors.

—National training programs of six non-ACA organizations were observed, and all ACA camp director education programs between 1979-82 were evaluated.

—New training (home study, awareness workshop, etc.) were piloted and adopted by ACA as a result of the project.

—Training on the need for camping for the disabled was provided to over 1,000 camp directors during 1979-82.

—Orientation for over 100 leaders and educators on camp director education was conducted.

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## NEW PUBLICATIONS AVAILABLE FOR CAMP DIRECTOR EDUCATION

Although Project STRETCH was not primarily a materials development project, a number of new materials have resulted. Each of the following publications was written by a practicing camping professional, field tested briefly, and reviewed by a panel of experts in the field of camping before being printed.

A complete set of the Project STRETCH materials were distributed to each ACA Section for reference purposes. Additional copies may be purchased from ACA Publications.

Publications available include:

*Camp Director Education Curriculum Guide*—Edited by Sue Stein, this guide is designed as a resource for trainers and educators. Contents include a brief history of camp director education tips for facilitating adult learning, and the 13 units which make up the ACA approved curriculum for camp director education. Each unit contains a rationale, list of areas to be covered, learning activities, methods of assessment, and suggested resources.

Project Coordinator Sue Stein

Elizabeth Farley, Project Consultant

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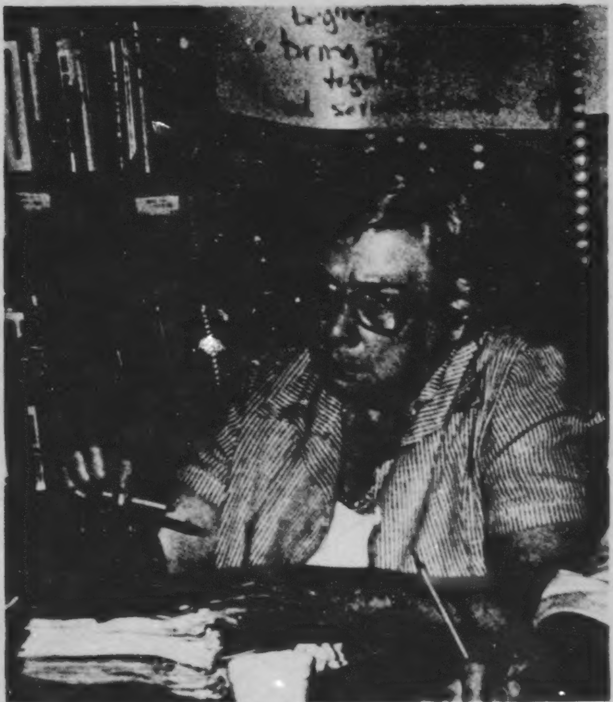
*Perspectives on Camp Administration*—Edited by Dr. Elizabeth M. Farley, this publication is an excellent collection of readings on camp administration for both students and practitioners. Each section begins with an interview with an experienced camping leader/educator and ends with a series of discussion questions. The 47 readings selected were chosen from hundreds of articles in the field of camping and human development.

*Making Effective Workshops Happen*—Prepared by Denise Robinson, this booklet provides helpful tips for anyone serving as a coordinator for a one-hour to one-day workshop for adults. Contents include: how to identify needs, setting objectives, organizing the program and evaluation.

*Awareness Workshop Resource Packet: Serving Persons with Disabilities through Camping*—Edited by Cindy Stein, this packet is a useful aid to the instructor with little or no

Janice Adams, Dr. Judith Myers



Phyllis Elmore, Project STAFF

experience in camping for persons with disabilities. Contents include: articles on camping for the disabled, simulation exercises, a sample lecture, suggested readings and films, legislation, standards, and advocate organizations.

*Trainer Guide: Serving Campers with Special Needs*—Developed by Judy Brookhiser, this is a helpful guide for trainers and directors interested in providing camping programs for campers with a disability. It is presented in the format of an ACA Managerial. Contents include: pre and post assessment activities, learning activities, training outline, and additional resources.

*Food Service Managerial, Health and Safety Managerial, Business and Finance Managerial, and Site and Facilities Managerial*—Written by practicing camp directors, the four guides are of value to instructors and camp directors responsible for providing training on the major areas of camp management. Each guide contains pre and post assessment exercises, a training outline, learning activities, worksheets, and additional resources.

## STRETCH STAFF TO CONTINUE

The American Camping Association has announced that following the conclusion of the project, Sue Stein, Coordinator of Project STRETCH, and Phyllis Elmore, Secretary, will continue the work begun during the grant, as part of the regular ACA Staff. Their new titles will be Director and Secretary of Educational Services, respectively.

## A MESSAGE FROM THE DIRECTOR

The Board and staff of the American Camping Association come to the conclusion of Project STRETCH with a mixture of feelings—both of gratitude and anticipation. The project has been one of intense work in the field of education and training on behalf of the handicapped. With each new

Photo Courtesy of Stepping Stones, OH

Dr. Julia Brown

Nannette Enloe

Andi Lieberman of Hawkins & Associates
Kay Kester-Oliver, Assistant Project Director

Project Director Armand Ball

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PHOTO COURTESY OF CAMP ASCCA, AL

accomplishment in the project has come a new opportunity. The association is grateful for the opportunities that have presented themselves throughout the project. These include opportunities to build new bridges between cooperating organizations and groups, as well as the development of a team of individuals across the country who can assist in the professional development of camp directors specializing in camping programs for the handicapped.

A special vote of thanks and gratitude goes to the many individuals who have given of their time and energy as part of the advisory committee, or as evaluators, authors, and participants. Countless volunteer hours that have made this project a success are a tribute to the organized camping field. I doubt if the U.S. government has ever gotten as much for each dollar expended as they have through the volunteer efforts of the people related to this project.

We are grateful to the Bureau of Education for the Handicapped of the U.S. Department of Education for their making it possible for the American Camping Association to utilize federal funds for this exciting project. The help and guidance of their staff has been invaluable in this process.

There is a keen sense of anticipation as we conclude this project. That anticipation grows out of the many new opportunities the project has afforded us, both in materials and training curriculum. We are anxious to put the many ideas and materials to work in the field. We anticipate an expansion of camping opportunities for the handicapped, both in specialized camps and in mainstreamed camps. And we anticipate a much higher level of expertise on the part of those who direct and manage such camps.

There is no doubt in my mind that one of the results of Project STRETCH for today and for the future will be "better camping for all."

**Armand B. Ball, Jr.**
Executive Vice President
American Camping Association

## PROJECT STRETCH

### PROJECT OFFICER

Martha Bokee, Office of Special Education and Rehabilitation Services.

### PROJECT STAFF

Armand Ball, Project Director

Kay Kester-Oliver, Assistant Project Director

Sue Stein, Project Coordinator

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The project information reported herein is being performed pursuant to Grant No. G00-79-01333 from the Bureau of Education for the Handicapped. Office of Education, U.S. Department of Health Education and Welfare. However, the opinions expressed do not necessarily reflect position or policy of the Bureau, and no official endorsement by the U.S. Office of Education should be inferred.

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# APPENDIX B

## MAJOR SURVEYS AND DISSEMENATION PLAN

# SURVEY OF CAMP DIRECTOR EDUCATION PROGRAMS:

## EVALUATION SUMMARY

Submitted by
Hawkins and Associates
804 D Street, N.E.
Washington, D.C. 20002

November 30, 1980

Project Director: Armand Ball
Project Coordinator: Sue Stein
Project Officer: William A. Hillman, Jr.

# Survey of Camp Director Education Programs

## Evaluation Summary

## TABLE OF CONTENTS

Preface .......... i

Introduction .......... 1

Survey of Camp Director Education Programs .......... 2

Intended Survey Population .......... 3

Conclusions and Implications .......... 5

Section 1: National Organizations and Denominations .......... 8

- Introduction .......... 8
- Types of Responding Organizations .......... 9
- Camp Types and Number of Campers and Employees .......... 10
- Age Ranges Served .......... 10
- Camping Services for Disabled Campers .......... 11
- Camp Director Education Programs .......... 12
- Abbreviations Used In Summary Tables .......... 15
- Boy Scouts of America .......... 18
- Boys' Clubs of America .......... 20
- Pioneer Girls, Inc .......... 21
- National Easter Seal Society .......... 23
- YWCA of USA .......... 25
- Camp Fire, Inc .......... 26
- The Salvation Army .......... 28
- 4-H Extension Service .......... 30
- American Youth Hostels, Inc .......... 31
- International Association of Conference Center Administrators .......... 33

Joseph P. Kennedy, Jr. Foundation .... 35

Girl Scouts of the USA .... 36

YMCA .... 38

Council of Religiously Affiliated Camps .... 41

National Jewish Welfare Board .... 42

Christian Camping International .... 44

Lutheran Church in America .... 47

United Methodist Church .... 48

Southern Baptist Convention .... 50

Episcopal Church .... 51

United Presbyterian Church .... 53

Seventh Day Adventist Church .... 55

Baptist Sunday School Board .... 57

Conclusions .... 59

Section 2: Colleges and Universities .... 61

Introduction .... 61

Colleges and Universities Offering Camp Director/Camp Administration Courses and/or Degree Options .... 72

Colleges and Universities Offering Camp Counselor/Camp Skills Courses and/or Degree Options .... 88

Conclusions .... 91A

Section 3: American Camping Association Sections .... 92

Introduction .... 92

Training on Special Populations .... 92

Types of Education Opportunities Offered .... 92

Training Descriptions .... 93

Support Requested/Problems Encountered .... 95

Abbreviations Used in Table 3-A .......... 97

Conclusions .......... 99

Section 4: Non-National Organizations and Denominations .......... 100

Introduction .......... 100

Background Information .......... 100

Types of Responding Organizations .......... 101

Types of Camps Operated by Responding Organizations .......... 102

Ages of Campers Served by Camps .......... 102

Service: Disabled Populations .......... 103

Camp Population Figures on Annual Basis .......... 105

Camp Director Education Programs .......... 110

Agencies: Camp Director Education Programs .......... 120

Key for Table 4-E .......... 131

Responding Agencies Discussed in Table 4-E .......... 132

Conclusions .......... 136

Appendix A: Survey of Camp Director Education Programs

Appendix B: Letter to National Camp Executives Group and Council of Religiously Affiliated Camps

Addendum A: Follow-Up of Specific Camp Director Education Programs

# LIST OF TABLES AND CHARTS

Section 1

Organization Types.......................................... 10

Age Ranges Served........................................... 10

Serve Disabled Campers Primarily............................ 11

Serve Disabled Campers in Mainstreamed Settings............. 11

Serve Disabled Campers in both Segregated and Mainstreamed Settings... 12

Provide Funds for CD Training............................... 13

Provide Time Off for CD Training............................ 13

Table 1-A: Camp Director Education Programs by National Organizations 17
National Organizations...................................... 17

Table 1-B: Camp Director Education Programs by Religious Organizations.................................... 40

Table 1-C: Camp Director Education Programs by National Denominations...................................... 46

Section 2

Table 2-A: Colleges and Universities Offering Camp Director/ Camp Administration Courses and/or Degree Options......... 63

Table 2-B: Colleges and Universities Offering Camp Counselor/ Camp Skills Courses and/or Degree Options................. 70

Section 3

CD Training Offered by ACA Sections......................... 93

Determination of Training Priorities........................ 95

Support Requested........................................... 95

Problems Encountered........................................ 95

Table 3-A: ACA Sections..................................... 98

Section 4

Responding Types of Organizations .................................. 101

Responding Types of Camps .......................................... 102

Ages of Campers Served by Camps .................................... 103

Table 4-1: Percentage of Organizations Serving Disabled Campers ...... 104

Table 4-2: Percentage of Camps Primarily for Disabled Campers ........ 104

Table 4-3: Percentage of Camps Primarily for Non-Disabled Campers .... 104

Table 4-4: Percentage of Disabled Campers in Camps Primarily for Non-Disabled Campers ............................... 105

Tablr 4-A: Background Information on Camps and Populations for Organizations Offering Camp Director Education Programs ... 107

Table 4-B: Background Information for Organizations Not Offering Camp Director Education Programs ................. 109

Table 4-C: Information on General Education Programs--Organizations Sponsoring Camp Director Education Programs ............... 114

Table 4-D: Information on General Education Programs--Organizations Not Sponsoring Camp Director Education Programs ........... 117

Subjects Emphasized in Training Sessions ............................ 121

Percentages of Materials Used in Education Programs .................. 122

Percentages of Methods Used in Education Programs .................... 123

Table 4-E: Specific Information on Agency: Camp Director Education Programs .................................. 125

# Survey of Camp Director

## Education Programs
## Evaluation Summary

## FINAL REPORT

**Preface:**

The summary which follows presents the complete results of the Survey of Camp Director Education Programs conducted as a major Year I activity of the American Camping Association Project STRETCH by Hawkins and Associates, Inc., evaluation subcontractors. Survey activities focused on four major providers of camp director education opportunities; national organizations and denominations; colleges and universities, American Camping Association (ACA) sections; and non-national organizations and denominations. Data obtained from each of these groups is presented in separate sections of this summary.

## Introduction

The purpose of the Survey of Camp Director Education Programs is to determine the current status of Camp Director Education Programs nationwide. The results of this survey will be used to expand and improve the training for all types of camp directors, including those serving the handicapped.

Respondents provided input on training methods, formats, and educational materials they felt would be best in camp director education programs. Agencies also relayed specific information about the types of training and education they provide for camp directors. It is hoped that this data will be used by those designing education programs to improve the effectiveness of those programs.

The survey instrument was designed as a major activity in conjunction with the American Camping Association's Project STRETCH. Project STRETCH is a federal training project, receiving funds from the Bureau of Education for the Handicapped. The project is directed toward improving the training for all camp directors, with a special emphasis on those serving handicapped campers through camping programs. This survey will provide information about the number of agencies sponsoring camping programs which include handicapped campers, the disabilities of those campers and to what extent camping for the disabled is being included in camp director education programs.

The results of this survey will be used as a basis for future activities undertaken in conjunction with Project STRETCH.

## Survey of Camp Director Education Programs

This survey made use of both objective and subjective questions in order to best determine the current status of Camp Director Education Programs nationwide. It was divided into three major parts: Part I - Background Information; Part II - Camp Director Education Programs; and Part III - Agencies: Camp Director Education Programs, which was completed only by agencies offering such programs.

In Part I of the survey, respondents were asked to provide background information on their organization including: type (of organization), type and number of camps served, ages of campers served, total number of campers served and number of staff employed annually. Information about camp director certification programs and job performance assessment tools is also requested in Part I of this form. This section includes questions concerning the organizations' service to disabled campers as well as the nature of those campers' disabilities.

Part II of the survey dealt with camp director education programs. Information was requested to determine the number of organizations offering camp director education programs. Questions in this portion of the survey provide information about: materials provided for camp director education, number of sessions offered annually, number of persons participating in the education sessions annually, the length of the sessions, when and where they are offered, who attends the programs, and who has the responsibility for conducting the programs.

The next five questions in Part II sought information about: intern programs, endorsement of other camp director education programs, and funds and time-off for employees to attend other camp director education programs.

Respondents were also asked if their organization provided any other type of education or help for camp directors and the nature of that service.

Organizations which provide their own camp director education programs were asked to continue to Part III of the survey. Part III includes background information about the education programs such as: the number of years the programs have been in operation, the number of sessions offered annually, and the number of persons participating. The nature of the education programs is assessed in terms of: goals and objectives, subjects emphasized, materials and methods utilized, and whether the education programs satisfied any requirements for licensing, certification, or registration.

Because of the growing use and validity of Competency-Based Instruction (CBI) in many areas of education, respondents were asked if competencies were specified for education programs and whether the competencies gained by individual participants were evaluated by the organization. Additional comments were encouraged throughout the survey.

## Intended Survey Population

The survey of Camp Director Education Programs was distributed to seven hundred (700) agencies involved in camping in a variety of capacities including education, coordination, sponsorship or direct supervision of camps. These agencies were randomly chosen from agencies included on American Camping Association mailing lists and include private, public, religious, national or community service, and youth service organizations. Additional survey instruments were sent to representatives on the National Camp Executives Group and the Council of Religiously Affiliated Camps (national agencies and denominations) and to the leadership chairpersons of each of the 32 ACA sections. Surveys were sent to agencies involved specifically in programs for special populations only as they formed a natural part of the random sample or were represented on the National Camp Executives Group. Information on camp director education provided by colleges and universities was obtained through synthesis of existing lists and directories providing this information.

It was hoped that by using a large survey population, a wide variety of agency types would be represented in the survey results. The data thus obtained would then provide a more complete picture of camp director education opportunities being offered nationwide.

## Conclusions and Implications

The data resulting from the Survey of Camp Director Education Programs indicate that these educational opportunities are available on several levels--national, regional/sectional and local--and through a variety of organizations, denominations and educational institutions. The national organizations and denominations, ACA sections, and non-national organizations and denominations surveyed conduct a number of camp director education programs designed to meet the needs of trainees through the use of many training methods and materials, especially group discussion, training manuals and lectures. Camp director training offered by the majority of organizations surveyed covers the subjects included in the American Camping Association's Core Curriculum, with the exception of information on camping for disabled individuals.

Few of the responding agencies, including ACA sections, offer camp director education which focuses on special populations; however the majority of these organizations do serve disabled campers. These populations are served primarily through mainstreaming disabled campers in programs serving non-disabled individuals, although in some instances segregated camping opportunities are offered. On a national basis only the National Easter Seal Society and the Joseph P. Kennedy, Jr. Foundation serve primarily handicapped persons in their camps. Of the national organizational organizations surveyed, only the Boy Scouts of America and the National Easter Seal Society indicate that their camp director education focuses on camping for disabled individuals as a major training subject; however, several agencies stated that while special populations are not a specific focus as a matter of course, help in this area is available as requested by local branches or by member camp directors.

The majority of organizations responding to the survey appear to use member survey or request, either on a local or individual member basis, to determine the types of training offered to camp directors, and the specific content included in educational opportunities. Many of the national organizations and denominations serve as a training resource or coordinate and provide information to be used by local branches or coordinate and provide information to be used by local branches or churches in their own training. ACA materials made available to these agencies may thus reach local camp directors otherwise not involved in ACA programs.

Of all the organizations surveyed, only the Boy Scouts of America and the American Youth Hostels, Inc. offer certification programs to their members. It should be noted that AYH certifies trip leaders rather than camp directors per se. However, a large percentage (61% of national organizations and denominations, 59% of non-national agencies) endorse camp director programs conducted by the American Camping Association. Many recommend, but do not require that camp directors attend ACA training and receive ACA certification. In many cases funds and time-off are made available to help member camp directors participate in these opportunities. This increases the potential audience for camp director training opportunities offered by the ACA and emphasizes the importance of the provision of quality training by the American Camping Association.

Very few of the agencies responding to the survey, including ACA sections specify and evaluate competencies to be attained by camp directors participating in education programs. It may be that competency-based instructional materials currently being developed by the American Camping Association's Project STRETCH will help those providing camp director training to determine competencies to be gained by participants and to assess whether trainees are meeting the competencies. Materials being developed which include information on camping for handicapped individuals as separate training subjects and which infuse this information into other aspects of camp director training may also be useful to organizations, denominations and ACA sections.

At the same time, these materials may be of interest to the more than one hundred colleges and universities which offer courses in camp directing or administration and which offer camping degree options on the graduate or undergraduate levels. Many of these colleges and universities also offer students courses in therapeutic recreation or camping for special populations. Project STRETCH materials may also be useful to instructors and students in these courses.

Results of the Survey of Camp Director Education Programs indicate that the American Camping Association is a leader in the provision of camp director training, offering one of the few camp director certification programs. Many organizations and denominations which offer their training also encourage member camp directors to participate in ACA programs. While the majority of agencies report that their camps serve disabled campers, primarily in mainstreaming programs, very few provide camp director training specific to the needs of special populations. Because the agencies surveyed seem to value ACA training, camp director education which includes materials developed by Project STRETCH should be helpful in aiding camp directors to better meet the needs of disabled campers within their own camp programs.

## Section 1: National Organizations and Denominations

### Introduction

Data reported in this section is based on responses made to mail and telephone surveys of members of the National Camp Executives Group and the Council of Religiously Affiliated Camps. Each of these representatives of national organizations or denominations which are involved with the provision of camping services to their members received a copy of the Survey of Camp Director Education Programs by mail, along with a letter designed to elicit a better response (see Appendix B); telephone follow-ups were made to improve this response rate. The information summarized below represents responses made by 85 percent of the members of the National Camp Executives Group (Armand Ball, representative for the American Camping Association, was excepted from the survey effort) and 71 percent of the members of the Council of Religiously Affiliated Camps (CRAC). It should be noted that in some cases one person served as the representative to both groups and that in several instances the reply received indicated that the survey did not apply to services provided by the agency.

The information received in this phase of the survey effort was designed to provide national data on the provision of camp director education opportunities and on the provision of camping services for disabled individuals. Data on regional, state and local branches of these organizations and denominations is provided in Section 4 of this report.

### Background Information

Tables 1-A, 1-B, and 1-C which follow on pages 17 , 40 and 46 describe the responses made by national organizations and denominations to the survey effort.

A narrative description of each of the responding agencies is also provided. Table 1-A focuses on national organizations which are not religiously affiliated; Table 1-B summarizes information from national denominations; and Table 1-C provides responses from religiously affiliated national associations or agencies not specific to a particular denomination. A listing of abbreviations used is provided.

The information summarized below is comprised of data from agencies in each of the three groups. Information will be designated in the following narrative by "YES" if the agency described offers a camp director education program or opportunities, and "NO" for those agencies which do not offer such programs or services.

## Types of Responding Organizations

Overall, 64% of the responding agencies indicated that they provide camp director education opportunities for their members, while 36% do not. However, when the responding agencies which indicated that the survey did not apply to their agency are excluded, these percentages change to 78% which provide CD services and 22% which do not. Agency representatives who responded without completing the survey included those for the CCA--Liaison with National Agencies, PIC Camps (reply was given for one camp), National Association for Retarded Children, Girls' Clubs of America and the Council of Churches. Figures given in the remainder of this section exclude these agencies.

Religiously affiliated and youth service organizations together make up the majority of agencies responding to the survey of camp director education programs. In the chart below, organizational types are identified for those agencies which do and do not provide camp director education; percentages given are for the total response (N=23). The totals are greater than 100% because several respondents indicated more than one affiliation or service type.

Organization Types (N=23)

| | Yes | No |
|---|---|---|
| Public | - | 4% |
| Private | 4% | 4% |
| Youth Service | 35% | 9% |
| National or Community Service | 13% | 9% |
| Religious Affiliation | 43% | 9% |

## Camp Types and Number of Campers and Employees

Types of camps operated by responding agencies include residential, day, travel, weekend and specialty camps, many of which operate year-round. The number of camps operated by each organization varies widely, and in many cases is different each year. For many responding agencies actual numbers of camps operated were not available, primarily because camps are operated on a local or regional level rather than by the national office of the organization or denomination. Similarly, the number of campers served annually reported by respondents were, for the most part estimates, and in some cases were unavailable. The number of counselors, non-counseling staff and camp directors employed annually was not known by most respondents, again because camps were operated on other than national levels. Tables 1-A, 1-B and 1-C provide the information given by respondents.

## Age Ranges Served

On a national basis, the majority of responding agencies serve a wide range of ages especially through the family camping opportunities. The listing below summarizes age ranges served by organizations and denominations which do and do not offer camp director education opportunities (N=23).

Age Ranges Served

| | Yes | No |
|---|---|---|
| 0-24 | - | 4% |
| 0-61+ | 22% | 4% |
| 6-16 | - | 4% |

| | Yes | No |
|---|---|---|
| 6-17 | 4% | - |
| 6-24 | 4% | 4% |
| 6-60 | 4% | 4% |
| 6-61+ | 22% | - |
| 11-60 | 4% | - |
| 11-61+ | 4% | - |

## Camping Services for Disabled Campers

While data on specific handicapping conditions served and on the total number of campers with disabilities were not available for the majority of national organizations and denominations responding, all except the American Youth Hostels, Inc., indicated that their camps do serve disabled campers. For the most part, disabled campers are mainstreamed in camps which serve primarily non-disabled campers. Exceptions include the National Easter Seal Society and the Joseph P. Kennedy, Jr. Foundation, which serve primarily disabled campers. Several agencies indicated that they offer disabled individuals both segregated and mainstreaming programs; in many cases the determination of the type of camping program offered is made on the regional or local level. The charts below provide information on the types of programs offered to disabled campers by responding agencies which do and do not conduct camp director education programs.

---

Serve Disabled Campers Primarily (N=23)

| YES | NO |
|---|---|
| 9% | - |

---

Serve Disabled Campers in Mainstreamed Settings (N=23)

| YES | NO |
|---|---|
| 26% | 13% |

---

Serve Disabled Campers in both Segregated and Mainstreamed Settings (N=23)

| YES | NO |
|---|---|
| 30% | 4% |

Estimates of the percentage of campers served having disabilities ranged from .05% (Southern Baptist Convention) to 100% (Joseph P. Kennedy, Jr. Foundation). Tables 1-A, 1-B, and 1-C provide more specific information.

### Camp Director Education Programs

As described above, 78% of the national organizations and denominations detailed in this section provide camp director education for their members. However, with the exception of the Boy Scouts of America and the American Youth Hostels, Inc., none offer camp director training leading to certification. It should be noted that AYH certifies trip leaders rather than camp directors, however. Few (27%) of those agencies which conduct camp director education programs have a specific assessment tool. Some respondents indicated that camp director assessment is made by other departments (Personnel, Human Services) within the agency, or on a local level.

The majority of responding agencies (78%) which conduct CD training do provide materials for use in the education programs. In addition, the YWCA, which does not offer camp director education on a national basis does have educational material available. Specific titles provided by responding agencies are listed in the narratives for each agency which follow.

Very few (11%) of the national organizations and denominations have an intern or apprentice program for camp directors. Thos which do include the Boy Scouts of America and the United Methodist Church.

Two-thirds (67%) of the responding agencies which provide camp director education opportunities also endorse other camp director training, primarily that offered by the ACA. At the same time 80 percent of the organizations and denominations which do not provide their own camp director training endorse ACA programs. Percentages of responding agencies which provide funds and time off for camp directors to attend training offered by other agencies is given below; in some instances this determination is made on other than the national level.

Provide Funds for CD Training (N=23)

| YES | NO |
|---|---|
| 35% | - |

---

Provide Time Off for CD Training (N=23)

| YES | NO |
|---|---|
| 30% | 9% |

---

Other services to camp directors listed by respondents who do and do not conduct camp director education programs include:

YES

- Seminars
- Conferences
- Kindred groups
- Consultation
- Management training Institutes
- Newsletter/memo
- Individual instruction
- On-site visits
- Career development
- Generic leadership
- Technical assistance
- Seminary courses

NO

- Program development course
- Camp courses by Baptist Sundy School Board
- Kindred group sessions

Most (61%) of the camp director education programs offered by national organizations and enominations surveyed have been in operation for over ten years.

The number of camp directors sreved annually ranges from 19-2000, with the average trained being 272. Further particulars on the number and length of sessions and materials and methods used can be found in Tables 1-A, 1-B and 1-C and in the narrative description of each agency.

Training which focuses on the needs of disabled campers is offered by relatively few national organizations and denominations. The Boy Scouts of America do include a session on camping for handicapped scouts in their training, and the National Easter Seal and Camp Fire, Inc. also offer this training. In some cases, specific training related to camping opportunities for disabled individuals is provided by the national office as requested by local agencies; Girl Scouts of the USA have a specialist on staff to provide training to councils requesting it. Other agencies, such as the IACCA, Episcopal Church, and Jewish Welfare Board provide training on special audiences which may or may not include disabled campers. Specific information on training related to handicapped individuals offered by each agency is outlined in the narrative sections which follow.

One-third (34%) of the responding agencies specify competencies to be gained by the camp directors involved in education programs; however, only half of these evaluate the trainees mastery of the competencies.

The Boy Scouts of America and American Youth Hostels, Inc. indicated that completion of their training program by camp directors satisfies certification requirements, while the Baptist Sunday School Board indicated that their training programs are recognized as fulfilling the ACA certification requirements. The Girl Scouts of the USA do not have a certification program, but indicate that CDs completing training are recognized as Girl Scout Camp Directors by the National Office Christian Camping International tested a certification program in 1979, but found it unsatisfactory. The program is currently being revised prior to being reissued.

Abbreviations Used in the National Agency and National Denomination Summary Tables:

Unk = Unknown or unavailable

Type

P = Public
Pr = Private
YS = Youth Service
NS = National or Community Service

Camps Operated

Res = Residential
S = Seasonal
YR = Year round

Disabilities Served

Seg = served in programs primarily for disabled campers (segregated)

% Disabled

MR = Mentally retarded
ED = Emotionally disturbed
MI = Multiply impaired

Employees

Coun = Counselor
PT = Part time
FT = Full time

Season

F = Fall
W = Winter
Sp = Spring
S = Summer

Subjects

A = Camping Philosophy
B = Staff Development
C = Facility management and maintenance
D = Business management and maintenance
E = Evaluation, accountability and liability
F = Camper development
G = Legislation
H = Self-assessment of camp director
I = Food service management
J = Camp organization and planning
K = Public relations
L = Program development
M = Special audiences
    M1 = Special populations - children
    M2 = Special populations - adults
    M3 = Special populations - senior adults
    M4 = Family camping

Abbreviations, con't.

Materials used

A = Staff manual
B = Readings
C = Tapes or records
D = Films or slide sets
E = Programmed study guides
F = Other

Methods used

A = Training manual
B = Readings
C = Role play/simulation
D = Lecture
E = Guest speakers
F = Panel discussions
G = Group discussions
H = Slide/film presentations
I = Case studies
J = Competency-based instruction
K = Home study
L = Other

Table 1-A: CAMP DIRECTOR EDUCATION PROGRAMS BY NATIONAL ORGANIZATIONS

| ORGANIZATION | TYPE | CAMPS OPERATED | AGES SERVED | DISABILITIES SERVED | % DISABLED | TOTAL CAMPERS SERVED | EMPLOYEES | | | CERTIFICATION PROGRAM | ASSESSMENT | CONDUCT ED. PROG. | MATERIALS | INTERN | ENDORSE OTHERS | FUNDS | TIME OFF | OTHER HELP | YEARS | SESSIONS | NUMBER TRAINED | LENGTH | SEASON |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | COUN. | NON-COUN. | CD | | | | | | | | | | | | | | |
| Boy Scouts of America | YSS | Res - S 600+<br>YR 200+<br>Day, Travel | 6-61+ | Yes, mainstreamed and seg. | est. 5% | 750,000+ | 50,000-PT | 400-FT | 900-S<br>10-YR | Yes | Yes | Yes | Yes | Yes | Yes, ACA | Yes | Yes | seminars, conferences, kindred groups | 10+ | 21 | 2000 | 1 wk | W, Sp |
| Boy's Clubs of America | Pr, YS, NS | Res - 75<br>Day - 150<br>Travel - 50<br>Specialty - 5 | 0-24 | Yes, mainstreamed | est. 15-20% | Unk. | Unk. | Unk. | Unk. | No | No | No | Yes | No | Yes, ACA | No | Yes | yes | | | | | |
| Pioneer Girls, Inc. | YS, RA | Res - S 19 | 6-24 | Yes, mainstreamed | 1%; HI, VI | 7,000 | 231-PT | 249-PT | 24-S<br>1-YR | No | Yes | Yes | Yes | No | No | Yes | No | consultation, information | 10+ | 1 | 19 | 2-6 dy | F |
| National Easter Seal Society | NS | Res - S 63<br>YR 4<br>Day - S 48 | 0-61+ | Yes, primarily | 99% | 13,000 | Unk. | Unk. | Unk. | No | No | Yes | No | No | No | No | Yes | management training institute | 10+ | Biannual | 40-50 | 2-6 dy | W |
| YWCA of USA | YS, NS, Voluntary | Res - 59<br>Day - 186<br>Wkend - 74 | 6-60 | Yes, mainstreamed | 6.3% | 85,226 | Unk. | Unk. | Unk. | No | No | No | Yes | - | Yes, ACA | - | - | program development course | | | | | |
| Camp Fire, Inc. | YS | Res - 175<br>Day - 225 | 0-61+ | Yes, mainstreamed | est. 5% | 110,000 | Unk. | Unk. | Unk. | No | No | Yes | Yes | No | Yes, ACA | No | - | newsletter/memo | 10+ | 1 | 25 | 1 wk | W |
| The Salvation Army | YS, NS, RA | Res - 56<br>Day - 600-700 | 6-61+ | Yes, mainstreamed and seg. | Unk. | 35,625 | Unk. | Unk. | 70-S | No | No | Yes | Yes | No | Yes, ACA | Yes | Yes | individual instruction | 10+ | 1 | 50 | 2-6 dy | W |
| 4-H Extension Service | P, C, YS | Total 10,198 sessions 1979 | 6-24 | Yes, mainstreamed | Unk. | 389,432 | Unk. | Unk. | Unk. | No | No | No | - | - | No | - | - | - | | | | | |
| American Youth Hostels, Inc. | Pr, YS, NS | 250 youth hostels | 6-61+ | No | N/A | 211,480 | N/A | N/A | N/A | - | - | Yes | Yes | No | No | No | No | No | 30 | 5 | 100+ | 1 wk | Sp, S |
| IACCA | NS | Unk. | 0-61+ | Yes, mainstreamed | Unk. | Unk. | Unk. | Unk. | Unk. | No | Yes | Yes | Yes | No | Yes, ACA | No | No | on-site visits | 25 | 1/2 | 40 | 2-6 dy | F, W |
| J.P. Kennedy, Jr. Foundation | Nat. Sports | 40 camps | 6-61+ | Yes, primarily | 100% MR & 1% phys. hand. | 4,000 | - | - | 40-S | No | No | Yes | Yes | No | No | No | No | No | | | | | |
| Girls Scouts of USA | YS | Res - 500+<br>Day - Unk. | 6-17 | Yes, mainstreamed and seg. | Unk., all served | 83% of Girl Scouts | Unk. | Unk. | Unk. | No | No | Yes | Yes | No | Yes | Yes | - | - | 10+ | - | - | 4-5 dy | - |
| YMCA | YS | Res - 300<br>Day - 1300 | 6-61+ | Yes, mainstreamed and seg. | Unk., all served | 1.4 mil. | 50,000+ | Unk. | 1800 | No | No | Yes | Yes | No | Yes, ACA | No | No | career development | 1 | 2-3 | 20-25 | 4 day | - |

TABLE 1-A: CAMP DIRECTOR EDUCATION PROGRAMS BY NATIONAL ORGANIZATION (Continued)

- 17A -

| ATTEN-DANCE | SUBJECTS | MATERIALS USED | METHODS USED | COMPE-TENCIES | EVALUATE | CERTIFICAT REQUIREM |
|---|---|---|---|---|---|---|
| O | A,B,C,D,E,F,G,H,I,J,[illegible],L,M1,M4 | A,C,D,E | A,B,C,D,E,F,G,H,I,J,K | Yes | No | Yes |
| | | | | | | |
| CD, new O | A,B,E,F,H,J,K,L | A | A,C,D,E,F,G | No | Yes | No |
| O | A,B,C,D,E,F,G,H,I,J,K,L,M | guest speakers | D,E,F,G,I | No | No | No |
| | | | | | | |
| new O | A,B,C,D,E,F,G,H,I,J,K,L,M,M1 | A,B,C,D | A,B,C,D,E,F,G,H,I | No | No | No |
| CD, new O | A,B,C,F,G,I,L,M3 | B,F guidelines | A,B,D,E,F,G | No | No | No |
| | | | | | | |
| - | - | A | A,C,D,E,F,G,I,J | Yes | Yes | Yes |
| CD | A,B,C,D,E,G,H,I,J,K,L,M | A,B,C,D,E | A,B,C,D,E,F,G,H,I,J | No | No | No |
| | | | | | | |
| CD | A,B,C,D,E,F,G,J,K,L | community resources | - | Yes | Yes | Yes |
| New, CD | A,B,C,D,E,F,G,H,I,J,K,L | A,B,D | A,B,C,E,F,F,G,H,I | Yes | No | No |

## BOY SCOUTS OF AMERICA

The Boy Scouts of America operate over 600 seasonal and 200 year-round residential camps in addition to an unspecified number of day camps and travel camps. These camps offer camping opportunities for disabled and non-disabled persons aged 6-61+ years. Camp populations vary from exclusively non-disabled campers to primarily non-disabled with disabled campers mainstreamed into the camp program. Approximately 5% of the 750,000 campers are disabled. BSA employs 25,000 long-term and 25,000 day camp part-time counselors, 100 full time counselors, 400 full-time non-camping staff, 900 seasonal camp directors/assistants and ten year-round camp directors/assistants. Boy Scouts does offer a camp director certification program and provides a camp director job performance assessment tool.

BSA conducts its own education programs for camp directors and provides materials for camp director education and orientation. Camp directors are required to complete two years in a major camp assignment as part of an intern/ apprentice program. The Boy Scouts of America does endorse ACA camp director education programs and provides funds and allows time off for camp directors to attend training offered by other agencies. Additional help for camp directors is provided through seminars, conferences and kindred group sessions.

Camp director education programs have been offered by BSA for over ten years. Twenty-one sessions (6 in winter, 15 in the spring), each lasting one week train 2000 persons from the administrative staff of long-term camps. Specific objectives include: 1) a better understanding of the purposes, program, and the methods of Scout camping as applied in a council camp; 2) more effective camp staff training administered through key staff members who are graduates of a National Camping School; and 3) year-round application of outdoor and aquatics program opportunities. Training content covers each of the subjects included in the ACA Core Curriculum with the exception of focus on special populations--adults and senior adults. Materials used in the camp director education programs include staff manuals, tapes or records, films or slide sets, and programmed study guides. Training methods include training manuals, readings, role play/simulation, lecture, guest speakers, panel discussions, group discussions, slide/film presentations, case studies, competency-based instruction and home study. The Boy Scouts of America specifies competencies to be acquired by camp directors but does not evaluate competencies gained by individual participants at the end of the sessions. Completion of the camp director education program satisfies requirements for certification by BSA.

## BOYS' CLUBS OF AMERICA

Boys' Clubs of America operate a total of 75 residential camps, 150 day camps 50 travel camps and 5 specialty camps across the U.S. These camps offer opportunities for young people ranging in age from 0-24 years, 15-20% of whom are disabled. In general, the camp population consists primarily of non-disabled campers, with disabled campers mainstreamed into the camp program. Figures on disability groups, numbers of campers and camp staff employed are not available. Boys' Clubs does not offer a camp director certification program, nor does it provide a camp director jor performance assessment tool.

On a national basis, Boys' Clubs of America does not conduct education programs for camp directors. Occasional training programs are run for camp staff (one or two sessions each year) on a local level, with local committees planning the events. The National Program Development/Services Division does, however, provide materials and training opportunities which are applicable to camp operation as well as agency operation. A "Catalog of Training, Education and Development for Local Boys' Club Board Volunteers and Professional Staff," listing training materials and available training courses is published by the National Manpower Development Committee. In addition, a "Publications and Resource List" listing 61 BCA publications is available.

While Boys' Clubs does not have an intern or apprentice program specifically for camp directors, the Woodruff Fellows Program is aimed at training agency managers; skills taught in this training are applicable to camping. Boys' Clubs of America endorses ACA training programs and camp directors are allowed time off to attend training offered by other agencies. Funds to attend other agency camp director education programs are not available through the national office. Local Clubs have staff development budgets and "choose experiences based on staff needs and availability."

## PIONEER MINISTRIES, INC.

Pioneer Ministries, Inc. is a religiously affiliated youth service organization which operates 19 seasonal residential camps serving young people in the 6-18 year age range. Disabled campers are served, mainstreamed into the camp program along with non-disabled campers. Approximately 1-2% of the 7,000 campers served annually are disabled, primarily through hearing and vision impairments. In 1979, 231 part-time counselors, 249 part-time non-counseling staff, 24 seasonal camp directors/assistants and 1 year-round director were employed by Pioneer Ministries and individual camp boards. While the organization does not offer a camp director certification program, it does provide a job performance assessment tool (a job description with sample standards and summary of employee annual performance analysis based on those standards).

Pioneer Ministries, Inc. does conduct its own education programs for camp directors. These include a 2-3 day conference for camp directors in the fall and one-to-one training for new directors (at least two meetings). Materials provided for camp director training produced by Pioneer Ministries include "To the Camp Director," "Building Camps by Boards," "To the Counselor," a sample camp staff manual for a camp director which gives practical helps for the planning, preparation, and directing of camp. There is no intern or apprentice program, and Pioneer Ministries does not endorse any other camp director education programs. Funds are often available by camp boards for camp directors to attend training offered by other organizations, however. The 1981 training session will be held prior to the Christian Camping International Convention in New Mexico to encourage directors to attend the CCI training. Camp boards are encouraged to budget for the camp director's attendance at local ACA and CCI meetings. Time off to attend other training is not usually given so the directors are employed only seasonally. Other forms of assistance to camp directors provided include consultations, if requested, and regular communication from headquarters to share information.

Formal camp director conference training is in its third year, but new directors have received individualized and on-the-job training sessions with their supervisors for over ten years. One training conference is offered annually, held each fall at the Wheaton, Illinois Pioneer Ministries headquarters (1981 training will be in New Mexico). The training lasts 2-3 days. In addition to the 19 camp directors employed by Pioneer Ministries, other camp staff or board members may be allowed to attend, as is a representative from Pioneer Girls of Canada, which operates six camps. Conference objectives include: 1) to build unity and loyalty as a Pioneer Ministries camp family; 2) to become more aware of needs of camp personnel and give direction in meeting these needs; 3) to instill philosophical values and give knowledge that would be foundational to staff training and programming; and 4) to give vision and direction for quality camping. Subjects emphasized are camping philosophy, staff development, evaluation, accountability and liability, camper development, self assessment of camp director, camp organization and planning, public relations and program development. Content specific to training camp directors to serve and include disabled campers is limited. A staff manual is the primary educational material utilized; training strategies include use of a training manual, role play/simulation, lecture, guest speakers, panel discussions and group discussions. While Pioneer Ministries does not specify competencies to be acquired by camp directors through completion of the education programs, all training sessions are evaluated in terms of relevance, meeting of stated objectives and personal involvement. The Pioneer Ministries Camp Director Training Conference does not satisfy requirements for any licensing, certification or registration program, although the organization is currently involved in efforts to tie their training program into "Continuing Education Units" through the National Teachers College. The person responsible for camp director education is Eva Lee Henderson, National Camp Administrator.

## NATIONAL EASTER SEAL SOCIETY

The National Easter Seal Society operates a total of 67 residential camps and 48 day camps nationally; 63 of the residential camps are seasonal, four are year-round, all of the day camps are run seasonally. These camps serve all age ranges, from preschool children (0-5 years) to senior adults (61+ years). Disabled campers make up approximately 99 percent of the 13,000 campers served annually, in camps primarily for handicapped individuals.

The National Easter Seal Society does not offer a camp director certification program, nor does it provide a camp director job performance assessment tool or its own materials for camp director education and orientation. It does, however, conduct education programs for camp directors through National Easter Seal Camping and Recreation Institutes held biannually, and through participation in ACA Kindred Group Meetings (biannually). Additionally, education for camp directors is available through the Easter Seal Management Training Institutes, a series of five week-long institutes. While the Easter Seal Society does not endorse any other camp director education programs or provide funds to allow camp directors to attend other programs, in most cases camp directors are allowed time off to attend camp director training programs offered by other agencies.

The biannual camp director Institutes conducted by the Easter Seal Society have been in operation over 20 years and train 40-50 persons annually. The Institutes last 2-6 days and are held in the winter. In 1981 the Camping and Recreation Institute will be held in January at Camp Sunnyside in Des Moines, Iowa; the participants include both new and experienced camp directors, as well as other interested persons.

The training covers each of the subjects covered by the ACA core curriculum; training methods used include lecture, guest speakers, panel discussions, group discussions and case studies. The National Easter Seal Society does not specify competencies to be acquired by camp directors, nor does it evaluate competencies gained by trainees. The Camping and Recreation Institutes does not satisfy requirements for any licensing, certification or registration programs. The person responsible for conducting the training is Stuart Mace, Program Specialist--Camping and Recreation.

## YWCA OF USA

The YWCA is a voluntary youth service organization operating 55 residential camps--170 Associations report day camping and 58 Associations report weekend and overnight camping. These facilities serve children and adults aged 6 to 60 years. A total of 1.0 percent of the 75,657 campers served in 1978-79 were disabled. These disabled campers were served in camps primarily for non-disabled campers with disabled campers mainstreamed into the camp program; information on specific disability groups is not available. The National YWCA does not offer a camp director certification program or camp director job performance assessment tool and does not conduct its own education programs. It does endorse ACA camp director training programs, and will provide ACA materials to camp directors upon request. In addition, completion of a Program Development Course by camp directors is recommended by the National YWCA. Provision of intern or apprentice programs and funds and time off for camp directors to attend other camp director education programs varies from Association to Association.

## CAMP FIRE, INC.

Camp Fire, Inc. is a Youth Service Organization which operates approximately 175 residential camps and 225 day camps across the nation. These camps serve all age ranges, from preschool children (0-5 years) to senior adults (61+ years). Disabled campers are served in camps which mainstream disabled campers with primarily non-disabled individuals. Handicapped campers comprise approximately 5 percent of the 110,000 campers served annually.

Camp Fire, Inc. does not offer a camp director certification program. There is no national camp director job performance assessment tool. The National Program Department does, however, offer two camp director education programs: Camp Administration Training and Program Administration Training, held concurrently on an annual basis. Camp Fire, Inc. provides a notebook of reprints to use as resources and handouts (no titles specified). There is no intern or apprentice program for camp directors. The American Camping Association training programs for camp directors are endorsed by Camp Fire, Inc., although it does not provide funds for camp directors to attend training offered by other agencies. Time-off for camp directors to attend non-Camp Fire education programs is decided by individual councils. The National Program Department publishes occasional newsletters and memos to aid camp directors.

The camp director training offered by Camp Fire, Inc. has been in operation over ten years, and trains 25 persons in a week-long session offered each winter. Training sites vary from year to year. The training programs offered focus on camp administration and program administration and are open to volunteers and staff with major council outdoor program responsibility who have not attended the course within five years. The Camp Administration Training is relevant to "day or resident camping, family camping, or other programs dealing with small groups in the out-of-doors" and "differs from ACA or other camping administration courses in that it applies the Camp Fire philosophy to each aspect of administration." Training focus includes: the job of the administrator; the job of committees; program philosophy, planning and implementation; personnel recruitment, training, organization, supervision; business management, budgeting and finance; and site management. Program Administration emphasis includes program philosophy, planning and implementation; training organization, supervision; budgeting and financial management; evaluation and standards. Training content varies with the needs of participants. Training which focuses on the needs of handicapped campers is not a major emphasis, but is offered if need is expressed by trainees.

Training materials utilized include staff manuals, readings, tapes or records and films or slide sets; training methods include training manuals, readings, role play/simulation, lecture, guest speakers, panel discussions, group discussions, slide/film presentations and case studies. Camp Fire, Inc. does not specify competencies to be attained by camp directors, or evaluate competencies gained by training participants. Camp Fire, Inc. camp director training does not satisfy requirements for any licensing, certification or registration programs. Connie Coutellier, Outdoor Program Administration Specialist is responsible for conducting the education programs.

## THE SALVATION ARMY

The Salvation Army operates 56 seasonal and year-round residential camps and 600-700 seasonal day camps nationally. These camps serve 35,625 persons ranging in age from 6 to over 61 years old. Salvation Army camps serve disabled campers in segregated and mainstreamed settings, depending on the camp and camp period. Figures are not available on the percentage of campers with disabilities or on the disability groups served; however, according to a recent survey "we have a few special camp periods serving special groups. Generally SA camps serve inner city, poverty level children, youth and adults with many children who have problems mainstreamed." The Salvation Army employs approximately 70 seasonal and year-round camp directors, most of whom have additional responsibilities within the organization. There is no SA camp director certification program or job performance assessment tool.

Camp director education programs offered by the Salvation Army include individual instruction and supervision and kindred sessions held in conjunction with the ACA & CCI National Conventions. Camp director educational materials (titles not specified) are provided. The Salvation Army does not have an intern or apprentice program for camp directors, but does endorse ACA camp director certification programs and provides funds and time off for qualified camp directors to attend ACA programs.

Nationally. Annual Salvation Army Kindred Sessions and limited training for Day Camp Directors have been in operation for over ten years. Additionally, in the eleven eastern states comprising the Eastern Territory, each newly appointed camp director receives individual instruction. The SA camp director training (Kindred Session) is offered each winter, in a 2-6 day session held at the hotel in which the ACA National Convention is housed or at a nearby camp; an average of 50 camp directors, new camp directors and camp staff participate each year.

The stated goals of the camp director training are 1) a basic understanding of camp director roles and major responsibilities and 2) in-depth study, usually in program development. Subjects emphasized include camping philosophy, staff development, facility management and maintenance, camper development, legislation, food service management, program development, and special populations--senior adults. Training materials used include readings and guidelines developed by the National Camping Consultant; the readings include basic books from the ACA catalogues. Training strategies employed include training manuals, readings, lecture, guest speakers, panel discussions and group discussions. Competencies to be acquired by camp directors are not specified or assessed by the Salvation Army. The camp director education programs offered do not satisfy requirements for any licensing, certification or registration programs. The person responsible for training is Marion Henderson, National Camping Consultant.

## 4-H EXTENSION SERVICE

While the 4-H Extension Service does not operate camps on a national level, through individual State Cooperative Extension Services, 389,430 campers are served in a total of 10,198 (1979 figures) seasonal and year-round residential camps and seasonal day camps. Camps operated by State Cooperative Extension Services serve persons aged 6-24 years, including disabled individuals. Disabled campers are, for the most part, mainstreamed into camp programs serving non-disabled campers. Information on percentages of campers and disability groups served is not available through the national office. A total of 55,423 camp directors, camp counselors and non-counseling staff are employed within the 4-H network, although breakdowns for each of these job categories is not available on the national level. Nationally, 4-H does not offer a camp director certification program or a job performance assessment tool, and any training or camp director education programs offered are conducted by individual states.

State camp director education programs may include intern or apprentice programs and individual states may provide funds and time off for camp directors to attend training sponsored by other organizations, however the National 4-H does not endorse any other camp director education programs.

## AMERICAN YOUTH HOSTELS, INC.

The American Youth Hostels, Inc. does not operate camps as such, but does operate 250 Youth Hostels in the United States, which serve 3.5 million persons around the world ranging in age from 6 to 61+ years of age. Disabled persons are not accommodated in certified hostels. Although AYH does not employ camp directors, counselors and non-camp staff, house parents are employed full time at each hostel, and qualified trip leaders are required to complete a Leadership Training Course. National AYH Leadership and Certification has been offered for over 40 years; leadership manuals and information booklets are made available to those accepted for training. Information letters and brochures are sent to interested applicants. AYH does not offer intern or apprentice programs and does not endorse any other camp director (leader) training. Funds and time off to attend other agency training sessions are available to AYH staff members.

Five one-week National AYH Leadership and Leadership Training are offered each year during the spring and summer months. Over 100 trip leaders are trained annually. Courses offered in 1981 will include:

| | | |
|---|---|---|
| Western Region | Port Townsend, Washington | March 21-28 |
| Western Region | Sausalito, California | April 11-18 |
| Mid West Region | Bowling Green, Ohio | May 23-30 |
| Eastern Region | La Anna, Pennsylvania | June 6-13 |
| Mid West Region | Bowling Green, Ohio | August 29 – September 5 |

Subjects emphasized include budgeting, meal planning, first aid, bicycle repair, history and philosophy of hosteling, public relations, and group relationships. The training goal is to prepare qualified applicants to lead small groups of young people on hosteling adventures throughout the world. Specific training content focusing on special populations or disabled individuals is not covered. Materials and training methods used include a staff manual, training manual, role play/simulation, lecture, guest speakers, panel discussions, group discussions, case studies and competency-based instruction. Competencies to be acquired by leaders are specified by the National AYH and competencies gained by each individual participant are evaluated at the end of the training sessions. AYH Leadership Training does satisfy certification requirements for AYH Trip Leaders.

## INTERNATIONAL ASSOCIATION OF CONFERENCE CENTER ADMINISTRATORS

The International Association of Conference Center Administrators (IACCA) is an association of approximately 80 conference centers located in the United States, Canada and Japan. Although figures on the number of centers operated, conferees served and staff employed are unavailable, member conference centers do serve disabled and non-disabled individuals of all ages (0-61+ years) in natural settings. For the most part, disabled conferees are mainstreamed into the conference programs offered; statistics on disability groups and number of disabled persons served are not available. The IACCA does not offer a conference center director certification program, but does provide a director job performance assessment tool ("Proposed Standards for Conference and Training Centers").

Center directors can attend IACCA Education programs through attendance at IACCA Conferences. Two Conferences are held in odd numbered years, one in each even numbered year; materials are provided for center director education and orientation (titles not specified). There is no intern or apprentice program for center directors. The IACCA endorses camp director education programs offered by the ACA, but does not provide funds or time off for center directors to attend non-IACCA training. Other help is available to center directors through on-site visits.

IACCA Conferences have been held for approximately 25 years, training an estimated 40 persons annually in the 2-6 day sessions held in the fall and winter. All center directors attend the conferences, spouses are encouraged to attend also. Conference sites vary, but include: Washington, DC; Philadelphia, PA; Boston, MA; Memphis, TN; Anaheim, CA; Lakeside, OH; Geneva Park, Canada; Black Mountain, NC; Lake Junaluska, NC; Richmond, VA; Hunt, TX, Potasi, MO; and New York. All of the subjects included in the ACA Core Curriculum are emphasized in IACCA training, except camper development. A variety of educational materials are used--staff manuals, readings, tapes or records, films or slide sets and programmed study guides. Training methods used are training manuals, readings, role play/simulation, lecture, guest speakers, panel discussions, group discussions, slide/film presentations, case studies, and competency-based instruction. Specific competencies to be gained through training are not specified or evaluated. IACCA conference center director education programs do not satisfy requirements for any licensing, certification or registration program. Persons responsible for conducting training are the officers responsible for program: Ambery Butcher, YMCA Camp Letts, Edgewater, MD and Reverend Jack Anderson of Rosslyn Center, Richmond, VA, Frank M. Washburn, YMCA Blue Ridge Assembly, Black Mountain, NC.

## JOSEPH P. KENNEDY, JR. FOUNDATION/SPECIAL OLYMPICS, INC.

The Joseph P. Kennedy, Jr. Foundation/Special Olympics, Inc. is a National/International sports organization which provides direct and indirect support for sports camps throughout the year. These camps serve primarily disabled campers aged 6-61+ years. Four thousand mentally retarded campers (1% of whom also have physical impairments) are served annually. The Joseph P. Kennedy, Jr. Foundation does not offer a camp director certification program, nor does it provide a camp director job performance assessment tool.

Camp director education programs are conducted by the Foundation/Special Olympics, and materials are provided for camp director orientation through the Special Olympics Sports Skills Instructional Program. The primary purpose of the Sports Skills Instructional Program is to complement or supplement existing physical education and recreation programs for the handicapped which are deficient in sports skills instruction. The program is national in scope and has been designed to meet the requirements of Public Law 94-142 which requires education for all handicapped students.

The Sports Skills Instructional Program represents a three-year research and development grant awarded to Special Olympics, Inc. by the Bureau of Education for the Handicapped, U.S. Department of Education. This program finds its basis in the recent emphasis on providing moderately and severely handicapped students with educational experiences directly related to successful adjustment in work and leisure environments. It is becoming increasingly clear that preparation for use of leisure time through activity-oriented programs is a prerequisite for meaningful living and is especially important for handicapped students. Physical education and recreation is perceived by this program as one of the important areas of content in a total school curriculum. The Sports

Skills Instructional Program offers a model with accompanying concepts to support physical education and recreation as an integral part of the school's/ recreational agency's curriculum.

The Sports Skills Instructional Program is provided through the Special Olympics Sports Training School and is available for all staff.

## GIRL SCOUTS OF THE USA

The Girl Scouts of the USA operate over 500 residential camps across the country, two-thirds of which are multi-use sites offering year-round camping opportunities through troop camping. The 347 Girl Scout Councils each operate from 1 to 20 day camps which are in session 1 week to 11 weeks each year. Girl Scout camps serve children and teens aged 6-17 years, including disabled individuals. Disabled campers are served primarily in mainstreamed programs, but some segregated programs are offered. Each GS council is responsible for providing camping opportunities for all girls. Eighty-three percent of all Girl Scouts participate in some form of camping each year. National figures on the percentages of disabled campers are not available; all disability groups are served. The total number of camp staff employed is unknown. The Girl Scouts of the USA does not offer a camp director certification program and a job performance assessment tool is being developed by the Human Resources division.

Girl Scouts does conduct its own education programs for camp directors, on a council rather than national basis. The National Office does provide materials for camp director education and orientation, including a manual entitled "The Camp Director's Guide to Self Directed Study." While a specific intern program is not offered, each council offers girls an opportunity for continual learning and conducts a Leader-in-Training and Counselor-in-Training program along with career education opportunities. The Girl Scouts endorses ACA camp director training and encourages camp directors to complete ACA certification. Some funds are available nationally and through councils, but the decision to allow time off to attend camp director training offere by other agencies is a local one.

Camp director education has been offered by the Girl Scouts for well over ten years--they were one of the earlies to develop camp director trai-ing and camp standards. The National Learning Calendar lists training events offered by each council or group of councils. The actual number of sessions offered, sites used, and participants trained would vary from year to year depending on the needs of the councils. Most training lasts a weekend or takes place over a long weekend. Subjects emphasized in camp director training include goal setting, strategies for learning, quality programming, staff qualifications and training and setting a climate for learning. Specific training in the needs of disabled campers is offered only if a council expresses need; a specialist is employed on the National GS staff. A variety of training methods and materials are used. Competencies to be acquired by camp directors are specified and assessed by the Human Resources Division. The camp director education program satisfies requirements for licensing, certification or registration program in that those receiving training are credited as part of the national organization.

## YMCA

YMCAs of the United States operate approximately 300 resident and 1300 day camps annually; these programs involve 1.4 million campers across the country each year. Many resident camps with winterized facilities serve children, youth, adults, and families throughout the year. Summer resident camping opportunities are provided for boys and girls 8-17 years, the great majority being 10-14 years old. Travel and trip camping along with leadership training programs are especially geared to 14-17 year olds. Day camping has grown very swiftly during the past 3 decades, primarily serving children 6-10 years of age.

Campers with disabilities have participated in both mainstreamed and segregated programs. YMCA cooperative efforts in local communities with local and state private and public organizations has measurably increased this camper constituency during the past decade. While the percentage of campers with disability is not known, all disability groups have been served in some YMCA day or resident camps, including diabetics, asthmatics, physically impaired, mentally retarded, deaf, blind, and emotionally disturbed individuals.

YMCAs involve over 50,000 young adult camp leaders annually. More than 1800 seasonal and year-round camp directors are employed locally to direct camping operations —— day, resident, travel, family, and conference programs. Many day and resident camp directors who are not giving full time attention to camping carry other YMCA program responsibilities in the local Associations. Concerted efforts to train and develop the core of young adult camp staff-members are annually allocated a very high priority by camp directors.

A Basic YMCA Camp Directors Training Curriculum has been developed and tested over the past five years. This training plan will be extended throughout the YMCA Movement during the 1980s, being the base for professional camp director training. Certification is not offered upon completion of the training; however, recognition of participation is provided the individual director for his/her personnel records. Employment of professional leadership in the YMCA is the responsibility and function of the local Member Association in the National Council of YMCAs. Supervision and appraisal are conducted by local YMCAs; there is no national job performance assessment tool.

The national Basic Camp Director Education programs within the YMCA are sponsored by a cluster of YMCAs or YMCA Regions. The basic 30-hour curriculum covers the seven areas of: (1) Orientation and Mission, (2) Camp Program, (3) Personnel, (4) Camp Interpretation, (5) Site and Facilities, (6) Support Services - Food, Transportation, Health, and (7) Financing. Course units emphasize the four basic management functions of planning, organizing, controlling, and appraising. The curriculum is correlated with National YMCA Camping Standards.

Additional professional staff training for experienced and beginner camp directors is afforded through a wide variety of management, program, practical skills training and application workshops, seminars, and staff meetings. The YMCA Career Development Program (CDP), which is fundamental for all YMCA Directors after two years of Association experience, measurably enhances the professional knowledge, skills, and practice of camp directors. The sixteen modules of CDP cover critical areas of agency operations, program, mission, finance, health, facilities, volunteer relationships, and group work, which are applicable to the camp setting.

Materials for camp director orientation and education are available through the National YMCA Program Materials unit and the Program Development Division. The National YMCA Camping Standards is the fundamental text for the Basic Curriculum. A broad spectrum of supplementary materials, including YMCA, ACA, and other private/public sector sources, is also used in implementing the Curriculum.

A National YMCA emphasis for over two decades has been to support camp director education programs offered by the American Camping Association. The ACA Camp Director Institutes are perceived as being an excellent complement to Basic YMCA Camp Director training, especially for persons with five or more years experience. Such an opportunity for inter-agency learning is deemed particularly beneficial and rewarding. Although there is no formal camp director intern or apprentice program, many YMCA Camp Directors have gained their introduction and initial experience in camping as members of YMCA camp staffs.

Local YMCA Executives and Boards make the decisions regarding the allocation of funds and time-off for camp director training activities, both YMCA events and those sponsored by ACA and other agencies. A strong record of support for such camp director education has emerged among Member Associations.

To date, two seminars of the Basis YMCA Camp Directors Training Curriculum have been offered (December, 1979 and June, 1980); these were sponsored by two of the six YMCA Regions. YMCA Regions comprise the National Board's Field Services Units; they are responsible for the delivery of services in light of assessed and expressed need. The Headquarters Unit of the National Board through the Director of Camping Services assists the process, coordinating and facilitating the training related to the Basic Camp Directors Curriculum. It is anticipated that 2-3 Seminars will be conducted annually, depending upon need. The training of trainers (experienced YMCA Camp Directors) is an integral part of the initial round of Region Seminars. Each session of 30 hours is scheduled for a 3-night, 4-day residential learning experience in a camp setting. The intensive learning experience is designed to train 20-25 persons in each Seminar, the students being primarily camp directors who are in their first three years of service. The primary objective is go provide basic orientation in camping with a focus on the fundamentals of program and administration. Basic skills in planning and organizing the camping operation are emphasized in the curriculum.

All items in the ACA Core Curriculum for camp director education are covered in the YMCA Curriculumwith the exception of content specifically related to special populations. Material related to campers with disability, or other special groups, is included briefly. Special workshops or training opportunities on special constituencies carry the major function for such camp director education; these would supplement the Basic Curriculum.

Resources and methodology used in YMCA camp director training are numerous. They include a staff manual and course outline, readings in camp program and management, films, and slide-tape sets. Supplemental materials retrieved from experienced camp directors and students are added learning tools. Training methods include a training team, a curriculum gui[illegible] group discussion, triad exercises, role playing/simulation, lecture, flannelgraph, flipchart presentations, case studies, panel discussions, personal projects, and slide/film presentations. Competencies to be gained by camp directors participating in the Seminar training are specified in terms of expected outcomes/learning objectives.

Appraisal is accomplished by the student on a self-evaluation basis. Seminar group feedback to the training team is sought and used in follow-up. Competency gains noted in learning objectives are not evaluated for each individual by the training team. The YMCA camp director curriculum plan is not designed to satisfy requirements for any licensing, certification, or registration procedures. The Basis Camp Director Training Curriculum is intended to nurture the early education of the new or inexperienced camp director and to encourage continued educational experiences in a wide variety of camp director program and management functions and skills.

Table 1-B CAMP DIRECTOR EDUCATION PROGRAMS BY RELIGIOUS ORGANIZATIONS

| ORGANIZATION | TYPE | CAMPS OPERATED | AGES SERVED | DISABILITIES SERVED | % DISABLED | TOTAL CAMPERS SERVED | EMPLOYEES | | | CERTIFICATION PROGRAM | ASSESSMENT | CONDUCT ED. PROG. | MATERIAL | ENDORSE OTHERS | FUNDS | TIME OFF | OTHER HELP | YEARS | SESSIONS | NUMBER TRAINED | LENGTH | SEASON | ATTENDANCE | SUBJECTS | MATERIALS USED | METHODS USED | COMPETENCIES | EVALUATE | CERTIFICATION REQUIREMENT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | COUN. | NON-COUN. | CD | | | | | | | | | | | | | | | | | | | | |
| Council of Religiously Affiliated Camps | RA | Unk. | 0-61+ | Yes, seg. and mainstreamed | Unk. all disabilities | Unk. | Unk. | Unk. | Unk. | No | No | No | No | Yes, ACA, denominations | No | No | kindred group sessions | | | | | | | | | | | | |
| National Jewish Welfare Board | RA | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | No | No | Yes | No | Yes | Yes | Yes | meetings | 25 | 1 | 120 | 4 dy | W | CD | A,B,C,D,E,F,G,H,I,J,K,L,M | A,B,C,D,E | A,B,C,D,E,F,G,H,I,J,K | No | No | No |
| Christian Camping International | RA | 800 | 6-61+ | Yes, mainstreamed and seg. | Unk. | Unk. | Unk. | Unk. | Unk. | No | No | Yes | Yes | No | Yes | N/A | consultations | 22 | 55 | 1000 | 2-6 | F, Sp | CD,D | vary | A,B,C,D,E | A,B,C,D,E,F,G,H,I | No | No | No |

## COUNCIL OF RELIGIOUSLY AFFILIATED CAMPS

The Council of Religiously Affiliated Camps (CRAC) is an association of denominational and camps with other religious affiliations. While the number of camps operated by members is unknown, these camps serve persons of all ages (0-61+ years) in a wide variety of camp settings. Disabled campers are served, but the percentage in relation to the total number of participants is small, primarily because of the large number of wilderness camps who are members of CRAC. All disability groups are served, although mental retardation and orthopedic impairment are the disabilities most often served. Figures on the total number of campers and employees are not available. CRAC does not offer a camp director certification program or a job performance assessment tool.

CRAC does not conduct any education programs for camp directors, and provides educational materials only in that it serves as a clearing house for information from member camps and organizations. There is no intern or apprentice program for camp directors. CRAC endorses ACA and denominational camp director training, but does not provide funds for camp directors to attend training sessions. The decision to allow camp directors time off to attend other camp director education programs is made on the local camp level. Other aid to camp directors by the Council of Religiously Affiliated Camps is given only through its involvement in ACA National Conventions and kindred groups.

## NATIONAL JEWISH WELFARE BOARD

The National Jewish Welfare Board provides camp director education opportunities through a National Conference as a member of a consortium of eight member agencies. Other consortium agencies involved in the National Conference include the American Association of Jewish Educators, the Association of Jewish Certified Workers, the Association of Jewish Sponsored Camps, the American Zionist Youth Foundation, the B'nai B'rith Youth Association, the National Ramah Commission and the Union of American Hebrew Congregations. The JWB does not operate camps nor does it offer a camp director certification program or provide a camp director job performance assessment tool.

The JWB uses available materials from Consortium agencies and other sources in its National Conference. There is no intern or apprentice program for camp directors, but participation in educational programs conducted by other agencies is recommended for camp directors trained by the Consortium; this participation is not required. The JWB does provide funds for camp directors to attend training by other agencies, and, when applicable, time off is allowed. Other aids to camp directors are provided through occasional meetings, and one Consortium member, the Association for Jewish Sponsored Camps conducts its own training for 20 camp directors in the New York area.

The National Conference is a four day training session held each January in Grossingers, New York. The Conference has been offered for 25 years, and trains 120 resident and day camp directors annually. Attendance at the conference is optional. Subjects emphasize include those listed in the ACA Core Curriculum. Training content specific to the needs of special populations served by camps is included as needed. A variety of training materials and strategies are utilized, changing from year to year. The JWB does not specify competencies to be gained by camp directors and does not evaluate skills gained by participants.

The National Conference does not satisfy any licensing, certification or registration program. The National Conference on Jewish Day and Resident Camping is responsible for conducting the education program; consortium sponsors provide funding.

## CHRISTIAN CAMPING INTERNATIONAL

Christian Camping International is a camping trade association whose members operate approximately 800 residential and day camps and conference centers. Camping opportunities are offered for children and adults, ages six and up. Disabled campers are served in both mainstreaming and segregated programs. Figures on the total number of campers served, the percentage of campers with disabilities, specific disabilities served, and camp staff and directors employed are not available on a national basis. CCI does not offer a camp director certification program, although a course intended to lead to certification entitled "Camp Director Certification" was offered in 1979. Evaluation of the effectiveness of this program has led to the development of a task force to revamp the curriculum prior to reissuing it as a certification program. Originally, the curriculum consisted of three days of classwork and a home study project. CCI does not provide a camp director job performance assessment tool.

A variety of camp director education opportunities are offered by Christian Camping International, including sectional, regional, national and international conferences and seminars. Camp director education and orientation material provided by CCI includes the Journal of Christian Camping (bimonthly), Executive Monthly (newsletter), a bookstore mail order service offering over 200 titles, a series of monographs entitled "Ideas Unlimited" and cassette tapes featuring convention and seminar leaders and speakers. CCI does not have an intern or apprentice program for camp directors, nor does it endorse any other camp director education programs. Funds are available for camp directors to attend other-agency training, in some cases. In addition to the conferences and seminars, CCI offers consulting services to member camp directors requesting them.

Christian Camping International has offered camp director education programs for 22 years. Each year states/sections offer a sectional conference or seminar lasting 1-3 days. Additionally, in even numbered years, five regional conventions are offered, allowing camp directors to attend 9-12 seminars and 3-5 general sessions (over 50 seminar titles are available). In odd years, a 4-day National or International Seminar is conducted allowing camp directors, managers and board members a chance to attend up to 12 seminar sessions and five general sessions. Regional and national conventions are held in the fall, state/section conferences in the spring. Sites used vary from year to year, as does the specific training goals of each program. Subjects offered include all those listed in the ACA Core Curriculum. Specific training directed to the needs of handicapped campers is not offered as a separated subject. Materials used include staff manuals, readings, tapes or records, films or slide sets, and programmed study guides. Training methods used are training manuals, readings, role play/simulation, lecture, guest speakers, panel discussions, group discussions, slide/film presentations and case studies. Competencies to be acquired by camp directors through educational programs are not specified by CCI, nor are competency gains evaluated. The training offered does not satisfy requirements for any licensing, certification or registration program. The person responsible for conducting educational programs is John Pearson, Executive Director of CCI.

Table 1-C CAMP DIRECTOR EDUCATION PROGRAMS BY NATIONAL DENOMINATIONS

| RGANIZATION | TYPE | CAMPS OPERATED | AGES SERVED | DISABILITIES SERVED | % DISABLED | TOTAL CAMPERS SERVED | EMPLOYEES |  |  | CERTIFICATION PROGRAM |
|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  | COUN. | NON-COUN. | CD |  |
| Lutheran Church<br>merica | RA | Res - 8-10<br>YR-55<br>Day - 5-4 | 0-61+ | Yes, main-streamed | 2% of pop.<br>60% - MR<br>10% - ED<br>30% - MI | 500 | 1700-PT | 40-PT | 29-S | No |
| United Methodist | RA | Res - 300<br>Day camps | 11-61+ | Yes | Unk. | 421,612 | Unk. | Unk. | Unk. | No |
| Southern Baptist Convention | RA | Res, Day, Travel | 6-16 | Yes | .05% | 20,000 | Unk. | Unk. | Unk. | No |
| Episcopal Church | RA | Res - 100<br>Day | Unk. | Yes, main-streamed | Unk. | Unk. | Unk. | Unk. | Unk. | No |
| United Presbyterian Church | RA | Res - 176+ | 6-60 | Yes, main-streamed and seg. | Unk. all served | Unk. | Unk. | Unk. | Unk. | No |
| Seventh Day Adventist Church | RA | Res - 171 | 11-60 | Yes, main-streamed and seg. | all served, esp. blind | 109,376 | Unk. | Unk. | Unk. | No |
| Baptist Sunday School Board | RA | 2 Conference | o-61+ | Yes, main-streamed | Unk. | Unk. | Unk. | Unk. | Unk. | No |

| ASSESSMENT | CONDUCT ED. PROG. | MATERIALS-$ | INTERN | ENDORSE OTHERS | FUNDS | TIME OFF | OTHER HELP | YEARS | SESSIONS | NUMBER TRAINED | LENGTH | SEASON |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Yes | Yes | No | No | Yes, ACA and NCC | No | Yes | generic leadership |  |  |  |  |  |
| No | Yes | - | Yes | Yes, ACA | Yes | Yes | technical assistance, site visits | - | 1 | 300 | 2-6 dy | W |
| No | No | No | No | Yes, ACA | No | Yes | camp courses by Baptist Sunday School |  |  |  |  |  |
| No | Yes | Yes | No | No | No | - | No | 1-3 | 2-3 | 30 | 2-6 dy | F, Sp |
| Yes | Yes | Yes | No | Yes, ACA | No | No | seminary courses | - | 1 | - | 2-6 dy | F |
| No | Yes | Yes | No | Yes, ACA | Yes | Yes | No | 5 | 1 | 30 | 1 wk | W |
| No | Yes | Yes | No | Yes, ACA | - | - | - | 15 | 2 | 20-30 | 2-6 | - |

(Continued on next page)

TABLE 1-C Camp Director Education Programs By National Demoninations (Continued)

| ATTENDANCE | SUBJECTS | MATERIALS USED | METHODS USED | COMPETENCIES | EVALUATE | CERT RE |
|---|---|---|---|---|---|---|
| | | | | | | |
| CD | - | - | - | Yes | No | |
| | | | | | | |
| CD, D | A,B,C,D,E,<br>F,G,H,I,J,<br>K,L,M,$M_1$,<br>$M_4$ | B,F - Misc Materials | D,E,F,G,I | No | No | |
| CD, D | - | - | - | No | No | |
| CD | vary | Unk | Unk. | No | No | |
| CD | A,B,C,D,E,<br>F,G,H,I,J<br>K,L,M, | Curriculum | - | Yes | Yes | |

## LUTHERAN CHURCH IN AMERICA

The Lutheran Church in America operates 65 residential camps (10 seasonal, 55 year-round) nnd 4 day camps. These camps serve a total of approximately 70,000 campers, ranging in age from 0-61+ years in age. About 2% of the campers served have some sort of disability (60% mental retardation; 10% emotional disturbance, 30% multiple impairment); for the most part disabled campers are mainstreamed into the camp program along with non-disabled campers. The LCA employs 1700 part-time counselors, 40 part-time and 36 full-time non-counseling staff and 29 seasonal and 36 year-round camp directors/assistants annually. The Lutheran Church in America does not offer a camp director certification program but does provide a camp director job performance assessment tool.

A three-day annual conference is conducted by the LCA each year to provide camp director education and training. The conference provides enrichment experiences for the camp directors attending, usually focusing on educational procedures, staff training, and theology. The LCA does not provide materials for camp director education and orientation, nor does it have an intern program. It does endorse ACA and NCC training events and allows camp directors time off to attend these training sessions. While funds are not available on a national basis to provide financial assistance to camp directors attending these educational programs, individual campboards and committees may provide funds. Other help for camp directors is available through generic leadership education (conflict management, planning) for all church leaders.

## UNITED METHODIST CHURCH

The United Methodist Church operates approximately 300 residential camps which serve persons 11-61+ years of age. An unspecified number of day camps provide outdoor opportunities for children of elementary school age (6-11 years). Camps are operated on conference and local levels and serve a total of 421,612 persons annually. While the United Methodist Church mandates that camps do provide services for disabled individuals, the decision to provide services in segregated or mainstreamed programs is made on the conference level. Figures are not available on the percentage of campers with disabilities, the types of disabilities served or the number of camp directors and staff employed annually. United Methodist does not offer a camp director certification program nor does it provide a camp director job performance assessment tool.

Camp director education programs are conducted through National Leadership Training, courses offered in two seminaries, and participation in ACA kindred groups. Practical application of content and skills taught in outdoor ministry courses at the United Methodist Theological Seminary (Dayton, Ohio) is available atamp Miami—this experience provides a form of intern program for camp directors. The United Methodist Church endorses the ACA camp director education programs and provides funds and time-off to allow camp directors to attend training offered by other agencies on the conference or jurisdictional level. Other help is provided for camp directors through technical assistance and site visits to provide grounds assessment, energy assessment and other assistance.

The National United Methodist Camp Leaders meeting is a biannual event sometimes held in conjunction with the ACA convention. All camp directors employed by the United Method Church receive training during the year. Subjects, materials and training methods vary, but there is an emphasis on new ideas such as hunger and value formation in food service or energy conservation as well as basic information for new camp directors. Competencies to be acquired by camp directors are specified in terms of training goals to be accomplished; camp director skills gained are not evaluated nationally, but rather on the local or conference level. United Methodist Church camp director education programs do not satisfy requirements for any licensing, certification or registration program.

Publications

In addition to ACA resources:

- Toward Excellence in Church Camping. This manual will be the standard for all church camping in the future. It deals with goals, philosophy, guidelines, and objective settings. Included is a copy of the ACA standards. (9522C) $1.
- Camp Leader's Guide. A resource for directors and counselors involved in both small group camping and institute camping, edited and charmingly illustrated by Helen J. Travis. (9538C) 1-9, $4.50; 10-49, $4.25; 50 or more, $4.00.
- Planning Food Experiences. Craig Cramer provides program background and specific ideas for leaders of youth, camp program leaders and food service staffs interested in planning toward good stewardship of food. (7915C) 1-25, $2.50; 26 or more, $2.25.
- Camping Activities. Food value education resource for camp and youth group leaders, by Craig Cramer. (7952C) 1-25, $3.50; 26 or more, $3.25.

SOUTHERN BAPTIST CONVENTION

The Southern Baptist Convention, Brotherhood Commission operates an unspecified number of residential, day and travel camps which serve children and teens, aged 6-16 years. A very small percentage of the 20,000 campers served annually are disabled (.05%), although information on specific disabilities and ways these campers are served is not available. The number of camp directors, counselors and non-counselor staff employed is also not available, although it is known that no camp directors/assistants are employed year-round. The Southern Baptist Convention does not offer a camp director certification program or provide a camp director job performance assessment tool.

The Southern Baptist Convention does not conduct its own education programs for camp directors, and materials for camp director education and orientation are provided by state organizations rather than on a national basis. There is no intern or apprentice program for camp directors. The Southern Baptist Convention endorses ACA camp director education programs and allows camp directors time off to receive this training. However, funds for camp directors to attend ACA sessions is available only through state organizations. Other help for camp directors is available through camp courses given by the Baptist Sunday School Board in Nashville, Tennessee.

# EPISCOPAL CHURCH

The Episcopal Church operates about 100 residential camps and an unspecified number of day camps. Disabled persons are among those served, primarily in camp settings which mainstream disabled campers into the camp program. Specific information on the ages and number of campers served, percentage of campers with disabilities, specific disabilities and number of camp staff employed are not available on a national basis. The Episcopal Church does not offer a camp director certification program or provide a job performance assessment tool.

Camp director education programs are offered by the Episcopal Church through regional workshops; educational materials are provided (titles unspecified) and include a newsletter, "The Episcopal Church at work through camps and conferences" published by the Office of Religious Education. The Episcopal Church does not have an intern or apprentice program, does not endorse other camp director training, or provide funds or time off for CDs to attend other agency training.

Regional conferences have been conducted for several (1-3) years by the Episcopal Church. Two to three conferences are held annually, each training about 30 camp directors, board members, managers and others. The training lasts 2-6 days and sessions are conducted in the fall and spring. Sites include: Camp Mitchell, Monilton, Arkansas; Emrich Center, Brighton, Michigan; and Gearhard Center, Oregon. A national get-together for camp and conference center directors is being planned near Houston, Texas to be held February 22-24, 1981 in conjunction with the ACA National Convention. The goals and objectives of camp director education provided by the Episcopal Church include skill training, camp management, camp philosophy and community building. All subjects in the ACA Core Curriculum are covered, with the exception of special populations--adults and senior adults. Readings and other miscellaneous materials are used, along with lecture, guest speakers, panel discussions, group discussions and case studies. The Episcopal Church does not specify competencies to be acquired by camp directors, nor are these competencies evaluated. The education programs offered do not satisfy requirements for any licensing, certification or registration programs. The Rev. John Andersen, Consultant to the Office of Religious Education is responsible for conducting the education programs.

## UNITED PRESBYTERIAN CHURCH

The United Presbyterian Church operates over 176 residential camps (approximately 76 are operated by judicatories, over 100 by local churches or groups of churches). These camps serve both children and adults aged 6-60 years through both seasonal and year-round camping opportunities. The primary camping audience consists of children in 4th to 9th grades. The camp serves disabled campers of all disability groups; decisions on whether disabled campers are mainstreamed or served in segregated camp programs are made by individual camps based on camper need and level of ability. National figures on total number of campers served, percentage of campers with disabilities and number of camp staff employed are not available. The UPC does not offer a camp director certification program, although the Church is currently working on a certification program in conjunction with the United Council of Churches. A job performance assessment tool is provided for all judicatory employees, including camp directors.

The UPC offers one training event for camp directors each year. One aspect of camp management is covered in several identical conferences (1980 subject—Nutrition in Camp). In some cases, depending on the subject offered, materials for camp director education and orientation are provided by the Church. The UPC does not have an intern or apprentice program for camp directors, it does, however endorse ACA educational programs and recommends that its camp directors attend ACA training sessions, although attendance is never mandatory. Funds and time off to allow camp directors to attend training programs is provided on the judicatory level; in some cases personnel may use study leave or vacation time for this purpose. Other educational oppertunities for camp directors are offered through an annual meeting in which camp directors determine training needs for the coming year and a for credit course offered for camp personnel through the Union Seminary in Richmond. The 1980 course in "The Theology of

Simple and Faithful Living" offered at the School of Christian Education in Richmond.

The annual camp director training event offered each winter is conducted by the United Presbyterian Church in conjunction with the Presbyterian Church in the United States for all camp directors and managers. The two-day training sessions are offered several times to allow camp directors in various parts of the country to attend. The 1980 sessions on "Nutrition in Camp" will be offered:

Camp Spaulding, Spokane, WA November 9-11
Chesapeake Center, Port Deposit, MD November 12-14
Camp Pinecrest, Memphis, TN November 14-16

The goal of the 1980 session is to help directors learn new ways of thinking, serving and sharing in regard to nutrition so that the camp may function responsibly in an interdependent world.

## SEVENTH DAY ADVENTIST CHURCH

Nationally and internationally the Seventh Day Adventist Church operates 171 seasonal and year-round residential camps. These camps serve approximately 109,376 teens and adults aged 11-60 years. Disabled campers are served in segregated and mainstreamed programs. Although all disability group are served, special camping programs are run for blind and visually impaired campers. A camp director is employed for each camp run by the Seventh Day Adventists, however actual figures on counselors, non-counseling staff and camp director/ assistants employed annually are not available. A camp director certification program is not offered, but camp directors are encouraged to obtain ACA certification. A camp director job performance assessment tool is being developed, but is not yet available.

Camp director training is available through Annual Training Conferences lasting 1 week. The Seventh Day Adventists provide a "Camp Directors Manual" for use by all camp directors. There is no intern or apprentice program. As mentioned, camp directors are encouraged to attend ACA camp director education programs, which are endorsed by the Seventh Day Adventists. Funds and time off are available for Camp directors wishing to attend these training sessions.

Camp director training has been offered by the Seventh Day Adventists for five years. One session, training about 30 participants (mostly camp directors) is offered for one week each winter. The site varies from year to year. A listing of subjects covered and materials and training methods used is not available, although content stresses camp administration and focus on various types of camping experiences offered. Seventh Day Adventists do not specify competencies to be acquired by camp directors or evaluate skill gains. The education program does not satisfy requirements for any licensing, certification or registration program. The person responsible for conducting training is Less Pitton, North American Division Youth Director.

## BAPTIST SUNDAY SCHOOL BOARD

Although the Baptist Sunday School Board operates two year-round conference centers which do provide camping opportunities through resident and family camp sessions, its primary function is as a publishing house, offering training and interpretation of the materials published. Disabled campers are served in the camps mentioned, primarily in mainstreaming programs. Statistics on percentages of campers served with disabilities, total numbers served, and camp staff employed were not available. The Baptist Sunday School Board does not offer a camp director certification program or provide a job performance assessment tool.

The Sunday School Board does conduct camp director education programs, and provides a number of publications related to camp director education and orientation. Titles include: "A Guide to Church Camping" designed for use by the camp coordinator on the recreation committees of individual churches, a "Camp Director's Manual" for use by the camp director, and a "Notebook for the Christian Camp Counselor". A series of program guides is published for use by resident youth camp counselors: "Living the Christ Life", "Recognizing Relationships" and "Glory", each of which is paralled by a pocket-sized study guide for campers. Three sets of day camp curricula (Indian Series, Frontier Series, and Forest Ranger Series) contain program suggestions for elementary aged children. A "Children's Resource Camp Book" will be published shortly. A bibliography of titles is available.

Camp director educational conferences have been offered by the Sunday School Board for 15 years. Two "Rec Labs" are offered annually in conjunction with the Southern Baptist Convention, Brotherhood Commission and the Home Mission Board. These 2-6 day conferences are open to professional church staff involved in camping and offer credit toward ACA certification. Approximately 20-30 persons are trained annually. Additional training available to both professional and lay persons is available as requested. Conference subjects cover those listed in the ACA Core Curriculum, although training content specific to the needs of handicapped campers has not been emphasized. Therapeutic Recreation courses have been offered through Rec Labs, but have not been well attended. The camp director curriculum described above, used in conjunction with some ACA materials provides the primary training materials. Competencies are specified by the Sunday School Board in the form of standards to be attained by camp directors, and individuals are evaluated. The camp director training offered fills requirements for ACA certification.

Major Findings on National Organizations and Denominations:

In general, national agency and denominational groups are providing some form of camp director education for member camp directors. In many cases, however, the national office of the agency/denomination serves as a training resource or coordinates information to be used by member councils or churches in their own training. Most of the agencies responding indicated that they endorse ACA camp director education programs; many recommend, but do not require that their camp directors complete ACA certification.

With the exception of American Youth Hostels, all agencies/denominations responding serve disabled campers. The majority offer mainstreaming opportunities, some in addition to segregated programs serving specific disability groups. The National Easter Seal Society and Joseph P. Kennedy, Jr. Foundation (not a NCEG member) serve primarily disabled campers. However, for the most part, the national offices do not have access to figures indicating the percentage of campers with disabilities and specific disabilities served. Girl Scouts, Boy Scouts, the YMCA, the YWCA, the Salvation Army and several denominations require that their programs serve all campers, but leave the decision to mainstream or provide segregated programs to local councils or jurisdictions.

Boy Scouts, Camp Fire, National Easter Seal and the IACCA provide training on special audiences for their camp directors, as do the Episcopal Church and the Jewish Welfare Board. These special audiences do not, however, necessarily include disabled campers. In some cases, the agency offers information on serving disabled persons in local agency programs but does not provide training for camp directors serving handicapped campers as a separate item. The Boy Scouts include a session on Camping for Handicapped Scouts in their National Camp School; the Girl Scouts have a specialist on staff which is available to provide training for those councils requesting it. In general, it would appear that there are few agencies/denominations providing training and mainstreaming assistance on a national basis, while many provide assistance for local camps and camp director groups requesting it.

The Boy Scouts of America are the only national denomination/agency responding which indicated a camp director certification program. The American Youth Hostels, Inc. certifies AYH Trip Leaders through specific training programs, but does not certify camp directors. Christian Camping International is considering a certification program, but a curriculum developed and used in 1979 was found to be unsatisfactory.

## Section 2: Colleges and Universities

### Introduction

Contained in this section is a composite listing of those college and universities identified as having camp director or camp administration courses and/or camping degree options. A supplemental listing of those colleges and universities which offer camp counselor or camp skills courses and/or camping degree options is also provided. These listings were compiled from the following sources:

Backert, Russel E., Jr., comp. A Directory of Camping/Outdoor Education Programs in Higher Education, no date.

National Recreation and Park Association and American Association for Health, Physical Education and Recreation, Directory - Professional Preparation Programs in Recreation, Parks and Related Areas, 1973.

National Recreation and Park Association, SPRE Recreation and Park Education Curriculum Catalog, 1979-80 Biennial Directory.

While use of these three major sources produced a listing of 118 colleges and universities offering camp director/administration courses and a supplemental listing of 23 schools with camp counselor/skills courses, there were some limitations. The SPRE Catalogue, which provides the most current information is a listing of those schools wishing to provide detailed information about their programs. It contains information on 116 colleges and universities, but "is by no means a complete listing of all the colleges and universities offering park and recreation programs." This Catalogue does provide information on actual course listings as well as degrees and options offered. The NRPA/AAPHER Directory provides a more complete listing by degree option, however the information is somewhat dated, no course titles are provided, and degrees offered are identified only as "A" (Associates Degree), "B" (Bachelor's Degree) or "M" (Master's Degree) without "arts" or "sciences" designations.

In compiling the listings below, information from all three sources was compared to provide the most correct information possible. Tables 2-A and 2-B provide the following information about each college or university:

- College/university name
- Types of degrees offered
- Whether a camping degree option has been identified
- Titles of undergraduate courses in camp directing/administration (if available)
- Titles of graduate courses in camp directing/administration (if available)
- Whether courses in therapeutic recreation or camping for special populations are also offered (if available)

The listing by state which follows the tables provides addresses and phone numbers for each college and university.

Table 2-A COLLEGES AND UNIVERSITIES OFFERING CAMP DIRECTOR/CAMP ADMINISTRATION COURSES AND/OR DEGREE OPTIONS

| COLLEGE/UNIVERSITY NAME | DEGREES OFFERED | CAMPING OPTION | UNDERGRADUATE COURSES | GRADUATE COURSES | TR/SPECIAL POPULATION COURSES |
|---|---|---|---|---|---|
| Livingston University (Alabama) | B | Yes | | | |
| University of South Alabama | BS | No | Administration of Camping and Outdoor Education | | Yes |
| Arizona State University | BS | No | Camp Organization Administration | | Yes |
| University of Arizona | BS, MS, PhD | Yes | Camp Organization and Management | | Yes |
| Arkansas Tech University | BS | No | Camp Counseling and Administration | | Yes |
| University of Arkansas | M | Yes | | | |
| American River College (Cal.) | AA | No | Camp Leadership | | |
| Antelope Valley College (Cal.) | A | Yes | | | |
| Butte College (Cal.) | A | Yes | | | |
| California State Polytechnic University, Pomona | BS | No | Organization and Administration of Camping | | Yes |
| California State University, Long Beach | BA, MS | Yes | Camp Counseling | | Yes |
| California State University, Los Angeles | B, M | Yes | | | Yes |
| California State University Northridge | BS, MS | Yes | Camp Leadership | | |
| College of the Canyons (Cal.) | A | Yes | | | |
| College of the Redwoods (Cal.) | A | Yes | | | |
| Compton Community College (Cal.) | A | Yes | | | Yes |
| El Camino Community College (Cal.) | A | Yes | | | |
| Feather River College (Cal.) | A | Yes | | | |
| Foothill College (Cal.) | A | Yes | | | |
| Fullerton Junior College (Cal.) | A | Yes | | | |
| Los Angeles Pierce College (Cal.) | A | Yes | | | |
| Los Angeles Valley College (Cal.) | A | Yes | | | |

| COLLEGE/UNIVERSITY NAME | DEGREES OFFERED | CAMPING OPTION | UNDERGRADUATE COURSES | GRADUATE COURSES | TR/SPECIAL POPULATION COURSES |
|---|---|---|---|---|---|
| Modesto Junior College (Cal.) | A | Yes | | | |
| San Diego State University (Cal.) | AB, M | No | Camp Leadership<br>Camp Administration | | Yes |
| San Francisco State University (Cal.) | BA, MS | No | Theory and Principles of Organized Camping<br>Winter Camping for Recreation Leaders | Camp Administration | Yes |
| Santa Barbara City College (Cal.) | A | Yes | | | |
| Southwestern College (Cal.) | A | Yes | | | Yes |
| University of Waterloo (Canada) | BA, MA | No | Administration of Camping and Outdoor Education | | Yes |
| Colorado Mountain College | A | Yes | | | |
| Southern Colorado State College | B | Yes | | | Yes |
| University of Northern Colorado | B, M, Dir, Dr | Yes | | | Yes |
| Western State College | B | Yes | | | |
| Northwestern Connecticut Community College | A | Yes | | | Yes |
| Southern Connecticut State College | BS, MS | Yes | Camp Administration<br>Camp Leadership | | Yes |
| The Florida State University | BA/BS, MA/MS | Yes | Camp Administration<br>Camp Counseling | | Yes |
| Miami-Dade Junior College (Fla.) | A | Yes | | | |
| Abraham Baldwin Agricultural College (Georgia) | A | Yes | | | |
| Georgia Southern College | BA, M | Yes | Camping and Outdoor Recreation<br>Lightweight Camping | | Yes |
| Kennesaw Junior College (Georgia) | A | Yes | | | Yes |
| South Georgia College | A | Yes | | | |
| Leeward Community College (Hawaii) | A | Yes | | | |

| COLLEGE/UNIVERSITY NAME | DEGREES OFFERED | CAMPING OPTION | UNDERGRADUATE COURSES | GRADUATE COURSES | TR/SPECIAL POPULATION COURSES |
|---|---|---|---|---|---|
| University of Idaho | BS | Yes | Camp Leadership<br>Backpacking and Camping Skills | | Yes |
| Black Hawk College (Illinois) | A | Yes | | | |
| Eastern Illinois University | BS | NO | Camp Administration and Leadership | | Yes |
| George Williams College (Illinois) | BS, MS | Yes | Organization and Administration of Camping | Organization and Administration of Camping<br>Administration of Organized Camping Fieldwork<br>Readings in Camping<br>Philosophy of Camping<br>Camp Management<br>Specialized Camp Programs and Populations | Yes |
| Highland Community College (Illinois) | A | Yes | | | |
| Illinois State University | BS, MS | Yes | Camp Leadership<br>Campcraft<br>Camping Experience with the Elementary Child<br>Camping Experience with Physically Handicapped<br>Camping Experience with Adult Handicapped | Camp Administration<br>Camping Experiences with Physically Handicapped Child<br>Camping Experience with the Elementary Child<br>Camping Experience with Adult Handicapped | Yes |
| Indiana University | BS, MS, ReDir, ReD | Yes | Camp Counseling<br>Camping and Outdoor Recreation Leadership | Camping Administration | Yes |
| Drake University (Iowa) | BSE | Yes | Camp Leadership | | |
| University of Northern Iowa | BA | No | Camp Leadership<br>Camp Administration<br>Camp Counseling Practicum | | Yes |
| The University of Kansas | BS, MS | No | Camp Leadership and Counseling | | Yes |
| Washburn University (Kansas) | BA | Yes | Camp Management | | Yes |
| Eastern Kentucky University | AS, BS, MS | Yes | Camp Counseling | Camp Administration | Yes |
| Western Kentucky University | BS, MS | No | Camp Administration | | Yes |

65

| COLLEGE/UNIVERSITY NAME | DEGREES OFFERED | CAMPING OPTION | UNDERGRADUATE COURSES | GRADUATE COURSES | TR/SPECIAL POPULATIONS COURSES |
|---|---|---|---|---|---|
| Southern University and Agricultural and Mechanical College (Louisiana) | B, M, Dir | Yes | | | Yes |
| Chesapeake College (Maryland) | AA | No | Camp Counseling and Administration | | Yes |
| Montgomery College (Maryland) | A | Yes | | | |
| University of Maryland | BS, MA, PhD | No | Camp Management<br>Camp Counseling | | Yes |
| Dean Junior College (Mass.) | AS | No | Camp Leadership | | |
| Northeastern University (Mass.) | BS, MS | No | Introduction to Organized Camping<br>Camp Leadership<br>School Camping<br>Camp Administration | School Camping<br>Administration of Resident Camp Programs | Yes |
| Springfield College (Mass.) | BS, MS | No | Camp Counseling<br>Camp Programming<br>Camp Administration<br>Camp Leadership Seminar<br>Senior-Graduate Practicum in Camp Administration | | Yes |
| Alpena Community College (Mich.) | A | Yes | | | |
| Central Michigan University | BS/BA, MS/MA | Yes | Teaching of Campcraft Skills<br>Camp Counseling<br>Camping with the Handicapped<br>Field Course in Camping | Family Camping<br>Outdoor Education - School Camping<br>Camp Administration | Yes |
| Eastern Michigan University | B | Yes | | | Yes |
| Michigan State University | BS, MA | No | Camp Counseling<br>Camp Administration | | Yes |
| Montcalm Community College (Mich.) | A | Yes | | | |
| Wayne State University (Mich.) | BS, MA | No | Camp Leadership<br>Camp Administration<br>Travel Camping | | |
| Western Michigan University | B | Yes | | | Yes |
| West Shore Community College (Mich.) | A | Yes | | | |

| COLLEGE/UNIVERSITY NAME | DEGREES OFFERED | CAMPING OPTION | UNDERGRADUATE COURSES | GRADUATE COURSES | TR/SPECIAL POPULATIONS COURSES |
|---|---|---|---|---|---|
| University of Minnesota | BS, MA, MED, PhD | No | Camp Aquatics<br>Camp Counseling | Camp Administration | Yes |
| University of Southern Mississippi | BS, MA | No | Camper Counseling, Administration and Operation |  | Yes |
| Central Missouri State University | BS, MS | No | Camp Leadership<br>School Camping | Camp Crafts | Yes |
| Florissant Valley Community College (Missouri) | A | Yes |  |  |  |
| Southwest Missouri State University | BS | No | Camp Counseling<br>Camp Administration |  | Yes |
| Stephens College (Missouri) | B | Yes |  |  |  |
| University of Montana | BS, MS, PhD | No | Camp Counselor<br>Camp Leadership | Seminar In Camp Administration | No |
| Cumberland County College (NJ) | A | Yes |  |  |  |
| Newark State College (NJ) | B | Yes |  |  |  |
| Eastern New Mexico University | B | Yes |  |  |  |
| Univerity of New Mexico | BA, MA, PhD | No | Camp Leadership |  | Yes |
| Erie Community College (NY) | A | Yes |  |  |  |
| Kingsborough Community College (NY) | A | No | Summer Camp Leadership |  | Yes |
| Ithica College (NY) | BS | No | Basic Camping and Survival<br>Camp Administration |  | Yes |
| New York University | BS, AM, EdD, PhD | No | Supervised Field Experience in Camping | Innovations in Camp Leadership, Programming and Management | Yes |
| State University of New York College at Courtland | BS/BSE, MS/MSE | Yes | Camp Counseling and Outdoor Education<br>Administration of Camping<br>Camp Leadership | Administrative Problems Related to Camping | Yes |
| State University Dehli Agricultural and Technical Coll. | AS | No | Camp Administration |  | Yes |
| East Carolina University (NC) | B | Yes |  |  |  |
| North Carolina Central University | B | Yes |  |  | Yes |
| North Carolina State University | BS, MS | No | Public Camp Administration |  | Yes |
| North Dakota State University | BS/BA, MS/ME | No | Camp Leadership |  | Yes |

| COLLEGE/UNIVERSITY NAME | DEGREES OFFERED | CAMPING OPTION | UNDERGRADUATE COURSES | GRADUATE COURSES | TR/SPECIAL POPULATIONS COURSES |
|---|---|---|---|---|---|
| Kent State University, Kent (Ohio) | B | Yes | | | Yes |
| Kent State University, Salem (ohio) | B | Yes | | | Yes |
| University of Oklahoma | BA, MS, PhD | No | Camp Management<br>Camp Counseling | | Yes |
| University of Oregon | BS/BA, MS/MA, EdD, PhD | No | Camp Administration<br>Camp Counseling | Problems of Camp Management | Yes |
| California State College (Penn.) | B | Yes | | | |
| Slippery Rock State College (Penn.) | MEd | Yes | | Camping and Outdoor Recreation | |
| Temple University (Penn.) | BS, MEd, EdD | No | Camping and Outdoor Recreation<br>Camp Counseling and Leadership | | Yes |
| Clemson University (SC) | BS, MRPA | | Camp Organization and Administration | | Yes |
| University of South Dakota | B | Yes | | | |
| Memphis State University (Tenn.) | B, M | Yes | | | Yes |
| Baylor University (Texas) | B | Yes | | | |
| North Texas State University | BS, MS, EdD, PhD | No | Camp Leadership and Counseling | | Yes |
| Texas Woman's University | B, M, Dr | Yes | | | Yes |
| Virginia Commonwealth University | BS, MS | No | Camp Management | | Yes |
| Virginia Polytechnic Institute and State University | BS, MS, EdD/PhD | No | Camp Management and Outdoor Recreation<br>Camping for the Multi-Handicapped | Problems in Camping and Outdoor Recreation | Yes |
| Central Washington University | BA | No | Camp Administration<br>Camp Craft Skills | | Yes |
| Green River Community College (Washington) | A | Yes | | | Yes |
| Olympic College (Washington) | A | Yes | | | |
| Seattle Central Community College (Washington) | A | Yes | | | |

| COLLEGE/UNIVERSITY NAME | DEGREES OFFERED | CAMPING OPTION | UNDERGRADUATE COURSES | GRADUATE COURSES | TR/SPECIAL POPULATIONS COURSES |
|---|---|---|---|---|---|
| Washington State University | BA | No | Camping Administration<br>Camp Counselor Education<br>Workshop In Outdoor Living and Camp Counseling |  | Yes |
| University of Wisconsin, La Crosse | B | Yes |  |  | Yes |
| Central Wyoming College | A | Yes |  |  |  |
| Larame County Community College (Wyoming) | A | Yes |  |  |  |

Table 2-B

## COLLEGES AND UNIVERSITIES OFFERING CAMP COUNSELOR/CAMP SKILLS COURSES AND/OR DEGREE OPTIONS
(Supplement to Camp Director/Camp Administration Program Listing)

| COLLEGE/UNIVERSITY NAME | DEGREES OFFERED | CAMPING OPTION | UNDERGRADUATE COURSES | GRADUATE COURSES | TR/SPECIAL POPULATIONS COURSES |
|---|---|---|---|---|---|
| Mesa College (Colorado) | BA | No | Camp Counseling | | Yes |
| University of Florida | BS | No | Camp Counseling | | Yes |
| University of Illinois at Urbana-Champaign | BS, MS, PhD | No | Principles of Camping | | Yes |
| Purdue University | BA, MS, PhD | No | Camping and Outdoor Education | | Yes |
| Iowa State University | BA | No | Camping Skills and Techniques | | Yes |
| Kansas State University | BS/BA, MS | No | Camp Counseling | | Yes |
| Pittsburg State University (Kansas) | BS, MS | No | Camping and Outdoor Education | | Yes |
| Northwestern State University (Louisiana) | BS, MS | Yes | Campcraft and Counseling | | Yes |
| Greenfield Community College (Mass.) | A | No | Winter Camping | | |
| St. Cloud State University (Minnesota) | BS | No | Camping Education | | Yes |
| University of Minnesota Technical College-Crookston | AA | No | Camping and Outdoor Recreation Techniques | | No |
| University of Nebraska | BS | Yes | Camp Counseling and Outdoor Recreation | | |
| State University of New York College at Brockport | BPS | Yes | Fundamentals of Camping | | Yes |
| The Ohio State University | BS | Yes | Camp Counseling | | Yes |
| Southwestern Oklahoma State University | BSEd, BA, MEd | No | Camp Counseling | | |
| Portland Community College (Oregon) | AS/AA | No | Camp Counseling | | Yes |
| Harrisburg Area Community College (Penn.) | AA | No | Camping and Outdoor Recreation | | Yes |
| The Pennsylvania State University | BS, MS, PhD, DEd | No | Camp Counseling | | Yes |
| The University of Tennessee, Knoxville | BS, MS | No | Camping | | Yes |
| Ferrum College (Virginia) | BA/BS | No | Camping and Outdoor Recreation | | Yes |
| Longwood College (Virginia) | BS | No | Camp Counseling<br>Camping for Special Populations | | Yes |

| COLLEGE/UNIVERSITY NAME | DEGREES OFFERED | CAMPING OPTION | UNDERGRADUATE COURSES | GRADUATE COURSES | TR/SPECIAL POPULATIONS COURSES |
|---|---|---|---|---|---|
| Radford University (Virginia) | BS | Yes | Camp Craft<br>Camp Counseling | | Yes |
| Western Washington University | BA | No | Camping and Outdoor Recreation | | Yes |
| Shepherd College (West Va.) | BS | No | Camp Counseling | | Yes |

## Colleges and Universities Offering Camp Director/ Camp Administration Courses and/or Degree Options

### Alabama

Livingston University
Division of Health and Physical Education
Livingston, Alabama 35470
(205) 652-5241, Ext. 233

University of South Alabama
Department of Health, Physical Education and
Leisure Services
307 University Boulevard
Mobile, Alabama 36688
(205) 460-7131

### Arizona

Arizona State University
Department of Leisure Studies
Tempe, Arizona 85281
(602) 965-7291

University of Arizona
Dr. Bernard E. Thorn, Associate Professor
Coordinator, Recreation Program
Department of Physical Education
Tuscon, Arizona 85721
(602) 626-1847

### Arkansas

Arkansas Tech University
Department of Recreation and Park Administration
Russellville, Arkansas 72801
(501) 968-0378

University of Arkansas
College of Education
Department of Health, Physical Education and
Recreation
Fayetteville, Arkansas 72701
(501) 575-2000, Ext. 2859

### California

American River College
Recreation and Leisure Studies Department
4700 College Oak Drive
Sacramento, California 95841
(916) 484-8281

California (cont'd.)

Antelope Valley College
Division of Physical Education, Health
and Recreation
Lancaster, California 93534
(805) 943-3241

Butte College
Health, Physical Education and Recreation
Durham, California 95938
(916) 345-2481, Ext. 59

California State Ploytechnic University,
Pomona
Gus Gerson, Recreation and Leisure Services
Coordinator
Department of Physical Education
Building 43, Room 116
Cal Poly—Pomona
Pomona, California 91768
(714) 598-4623

California State University, Long Beach
Dr. Marilyn Jensen, Chairman and Professor
Department of Recreation and Leisure Studies
1250 Bellflower Boulevard
Long Beach, California 90840
(213) 498-4071

California State University, Los Angeles
School of Fine Arts and Applied Arts
Department of Recreation
Los Angeles, California 90032
(213) 224-3351

California State University, Northridge
Dr. Byrne C. Fernelius, Chair
Department of Recreation and Leisure Studies
Darby Annex 107
Northridge, California 91324
(213) 885-3202

College of the Canyons
Health, Physical Education and Recreation
Division
Valencia, California 91355
(805) 259-7800

College of the Redwoods
Health, Physical Education and Recreation
Division
Eureka, California 95501
(707) 443-8411, Ext. 273

California (cont'd.)

Compton Community College
Division of Physical Education and Recreation
Compton, California 90221
(213) 635-8081, Ext. 243

El Camino Community College
Physical Education and Athletics
Torrance, California 90506
(213) 324-6631

Feather River College
Recreation Leadership Program
Quincy, California 95971
(916) 283-0202

Foothill College
Department of Physical Education
Recreation Program
Los Altos Hills, California 94022
(415) 948-8590

Fullerton Junior College
School of Health, Physical Education and Recreation
Department of Recreation
Fullerton, California 92634
(714) 871-8000

Los Angeles Pierce College
Recreation
Woodland Hills, California 91364
(213) 347-0551

Los Angeles Valley College
Department of Physical Education
Recreational Leadership
Van Nuys, California 91401
(213) 781-1200

Modesto Junior College
Department of Health, Physical Education and Recreation
Modesto, California 95350
(209) 524-1451

San Diego State University
Dr. Mary R. Duncan, Chair
Department of Recreation
San Diego, California 92182
(714) 286-5110

California (cont'd.)

San Francisco State University
Dr. Barbara J. Bates, Chairperson and
Associate Professor
Department of Recreation and Leisure Studies
1600 Holloway
San Francisco, California 94132
(415) 469-2030

Santa Barbara City College
Department of Health, Physical Education and
Recreation
Santa Barbara, California 93105
(805) 965-0581

Southwestern College
Recreation: Human Services
Chula Vista, California 92010
(714) 420-1080, Ext. 67

Canada – Ontario

University of Waterloo
Dr. David Ng, Associate Professor and Chairman
Department of Recreation
Waterloo, Ontario, Canada N2L3G1
(519) 885-1211, Ext. 3529

Colorado

Colorado Mountain College
Division of Occupational Education
Office of Recreation Supervision
Glenwood Springs, Colorado 81601
(303) 945-7481

Southern Colorado State College
Division of Education, Health, Physical Education, and
Recreation, Athletics and Intramurals
Department of Recreation Education and Intramurals
Pueblo, Colorado 81001
(303) 549-2711, 2712, 2713

University of Northern Colorado
School of Health, Physical Education and Recreation
Department of Recreation Education
Greely, Colorado 80631
(303) 351-2019

Western State College
Health, Physical Education and
Recreation
Gunnison, Colorado 81230
(303) 943-2010

## Connecticut

Northwestern Connecticut Community College
Department of Recreation, Technology and Park Management
Winsted, Connecticut 06098
(203) 379-8543

Southern Connecticut State College
Dr. Robert E. Cipriano, Chairman
Department of Recreation and Leisure Studies
501 Crescent Street
New Haven, Connecticut 06515
(203) 397-4384

## Florida

The Florida State University
Dr. Jean Mundy, Associate Professor and Coordinator
Leisure Services and Studies
Room 215 Stone Building
Tallahassee, Florida 32306
(904) 644-6014

Miami - Dade Junior College
Division of Physical Education
Miami, Florida 33156
(305) 685-4586

## Georgia

Abraham Baldwin Agricultural College
Division of Health, Physical Education and Recreation
Department of Recreation
Tifton, Georgia 31794
(912) 382-7541

Georgia Southern College
Dr. Albert Elliott, Head
Area of Leisure Studies
Landrum Box 8073
Statesboro, Georgia 30458
(912) 681-5462

Kennesaw Junior College
Department of Health, Physical Education and Recreation
Recreation Curriculum
Marietta, Georgia 30144
(404) 422-8770, Ext. 291

Georgia (cont'd.)

South Georgia College
Health, Physical Education and
Recreation
Recreation Leadership
Douglas, Georgia 31533
(912) 383-1100

Hawaii

Leeward Community College
Vocational-Technical Education
Recreational Instructor Program
Pearl City, Hawaii 96782
(808) 455-0011

Idaho

University of Idaho
Dr. Cal Lathen
Coordinator of Recreation
Memorial Gym Building, No. 203
Moscow, Idaho 93943
(208) 885-6582

Illinois

Black Hawk College
Health and Physical Education and
Adult Education Programs
Moline, Illinois 61265
(309) 755-1311, Ext. 260

Eastern Illinois University
Dr. Ewen L. Bryden, Chairman
Department of Recreation and Leisure Studies
Room 10, McAfee Gym
Charleston, Illinois 61920
(217) 581-3018

George Williams College
Mr. Nelson E. Wieters, Associate Professor
and Chairman
Department of Leisure and Environmental Resources
Administration
555 Thirty-first Street
Downers Grove, Illinois 60515
(312) 964-3100

Highland Community College
Health, Physical Education and Recreation
Recreation Leadership
Freeport, Illinois 61032
(815) 233-6121

Illinois (cont'd.)

Illinois State University
Dr. Robert P. Raus, Director
Recreation and Park Administration
McCormick Hall
Normal, Illinois 61761
(309) 438-5608

Southern Illinois University
Dr. Owen R. Smith, Assistant Professor
Department of Recreation
Carbondale, Illinois 62901

Western Illinois University
Dr. Richard A. Bunch, Chairman
Department of Recreation and Park
Administration
103 Western Hall
Macomb, Illinois 61455
(309) 298-1967

Indiana

Indiana State University
Ken R. Badertscher, Associate Professor
and Chairperson
Department of Recreation and Leisure Studies
233 Reeve Hall
Terre Haute, Indiana 47809
(812) 232-6311, Ext. 5853, 5854

Indiana University
Dr. Theodore R. Deppe, Chairman and Professor
Department of Recreation and Park
Administration
School of Health, Physical Education and
Recreation
Bloomington, Indiana 47405
(812) 337-4711

Iowa

Drake University
Dr. Ray Pugh, Advisor for Recreation Majors
Memorial Hall
Des Moines, Iowa 50311
(515) 271-3708

University of Iowa
College of Liberal Arts
Recreation Education Program
Iowa City, Iowa 52240
(319) 353-4989

Iowa (cont'd.)

University of Northern Iowa
Dr. Carol Cooper, Coordinator
Recreation Division
School of Health, Physical Education and Recreation
Cedar Falls, Iowa 50613
(319) 273-2654

Kansas

The University of Kansas
Dr. Douglas K. Eiken, Assistant Professor and Recreation Program Coordinator
Department of Health, Physical Education and Recreation
108 Robinson
Lawrence, Kansas 66045
(913) 864-3371

Washburn University
Helen M. Hocker, Department Head
Recreation Administration
Box 337
Topeka, Kansas 66621
(913) 295-6459

Kentucky

Eastern Kentucky University
Dr. James C. McChesney, Chairperson
Department of Recreation and Park Administration
Richmond, Kentucky 40475
(606) 622-5975

Western Kentucky University
Dr. Burch Oglesby, Professor and Head
Department of Physical Education and Recreation
Bowling Green, Kentucky 42101
(502) 745-3347

Louisiana

Southern University and Agricultural and Mechanical College
College of Education
Department of Leisure and Recreation Services
Baton Rouge, Louisiana 70813
(504) 771-6552

## Maryland

Chesapeake College
Dr. John J. Cistriano
Division of Human Kinetics, Health and Leisure Services
Wye Mills, Maryland 21679
(301) 758-1537 or 822-5400 ext. 72

Montgomery College
Department of Physical Education, Recreation and Athletics
Recreation Leadership Curriculum
Rockville, Maryland 20850
(301) 762-7400

University of Baltimore
Dr. Ralph W. E. Jones, Jr., Chairman
Department of Recreation and Leisure Studies
1420 North Charles Street
Baltimore, Maryland 21201
(301) 727-6350

University of Maryland
Dr. Fred Humphrey, Professor and Chairman
Department of Recreation
College Park, Maryland 20742
(301) 454-2930

## Massachusetts

Dean Junior College
James E. Wolfe, Chairman
Department of Health, Physical Education and Recreation
Franklin, Massachusetts 02038
(617) 528-4719

Northeastern University
Dr. James F. Murphy, Chairman
Department of Recreation and Leisure Studies
Boston-Bouve College
3 Dockser Hall, 360 Huntington Avenue
Boston, Massachusetts 02115

Springfield College
Dr. Donald F. Bridgeman, Director
Recreation and Leisure Services Department
Springfield, Massachusetts 01109
(413) 787-2304 or 2303

## Michigan

Alpena Community College
Department of Physical Education
Alpena, Michigan 49707
(517) 354-2521

Michigan (cont'd)

Central Michigan University
Dr. Richard Kirchner, Professor and Chairman
Department of Recreation and Park Administration
Mt. Pleasant, Michigan 48859
(517) 774-3021

Eastern Michigan University
College of Education
Department of Health, Physical Education and Recreation
Ypsilanti, Michigan 48197
(313) 487-0092

Michigan State University
Dr. James L. Bristor, Professor and Coordinator of Recreation Curriculum
Department of Health, Physical Education and Recreation
Room 210, Intramural Building West
East Lansing, Michigan 48824
(517) 355-5265

Montcalm Community College
Environmental Program
Sidney, Michigan 48885
(517) 328-2111

Wayne State University
Mr. Charles H. Lewis, Chairman
Department of Recreation and Park Services
259 Matthaei Building
Detroit, Michigan 48202
(313) 577-4269

Western Michigan University
College of Education
Recreation Education
Kalamazoo, Michigan 49001
(616) 383-1930

West Shore Community College
Division of Health, Physical Education and Recreation
Recreation and Camp Supervision Curriculum
Scottsville, Michigan 49454

Minnesota

University of Minnesota
Dr. John H. Schultz, Head
Division of Recreation, Park and Leisure Studies
203 Cooke Hall
1900 University Avenue Southeast
Minneapolis, Minnesota 55455
(612) 373-4264

## Mississippi

University of Southern Mississippi
Dr. L. Charles Burchell, Chairman
Department of Recreation
HPER Trailer "A"
Southern Station, Box 5123
Hattiesburg, Mississippi 39401
(601) 266-7322 or 7342

## Missouri

Central Missouri State University
Dr. Lyle B. Beaver, Head
Department of Recreation and Health
201-D Education Building
Warrensburg, Missouri 64093
(816) 429-4056

Florissant Valley Community College
Division of Physical Education
Saint Louis, Missouri 63135
(314) 524-2020 Ext. 392

Southwest Missouri State University
Dr. Tommy H. Burnett, Curriculum Coordinator
Recreation and Leisure Studies
Springfield, Missouri 65802
(417) 836-5411

Stephens College
Department of Physical Education and Recreation
Columbia, Missouri 65201
(314) 442-2211 Ext. 270

## Montana

University of Montana
Recreation Management Degree Program
School of Forestry
Missoula, Montana 59812
(406) 243-5521

## New Jersey

Cumberland County College
Department of Health, Physical Education and Recreation
Vineland, New Jersey 08360
(609) 691-8600 Ext. 67

Newark State College
School of Education, Physical Education Section
Outdoor Education and Recreation
Union, New Jersey 07083
(201) 527-2340

## New Mexico

Eastern New Mexico University
Department of Health, Physical Education and Recreation
Portales, New Mexico 88130
(505) 562-2153

University of New Mexico
Dr. Steve Rubio, Recreation Coordinator
Recreation Program
Johnson Gym 112
Albuquerque, New Mexico 87131
(505) 277-5919

## New York

Erie Community College
Division of Business and Public Service
Recreation Supervision Curriculum
Buffalo, New York 14221
(716) 634-0800 Ext. 260

Kingsborough Community College
Professor Lester Rhodes, Director
Recreation Curriculum
Brooklyn, New York 11234
(212) 934-5831

Ithica College
Dr. Ronald H. Simpson, Chairman
Department of Recreation
Ithica, New York 14850
(607) 274-3326

New York University
Dr. Arnold H. Grossman, Chairman
Department of Leisure Studies
School of Education, Health, Nursing and Arts Professions
70 Press Annex, Washington Square
New York, New York 10003
(212) 598-3455

State University of New York College at Cortland
Dr. Charles a Lewis, Chairperson
Department of Recreation Education
Cortland, New York 13045
(607) 753-4951

State University Delhi Agricultural and Technical College
Parks and Recreation Administration Program
105 Sanford Hall
Delhi, New York 13753
(607) 746-4355

## North Carolina

East Carolina University
College of Arts and Sciences
Department of Health, Physical Education and Recreation
Greenville, North Carolina 27834
(919) 758-6441

North Carolina Central University
Department of Physical Education and Recreation
Durham, North Carolina 27707
(919) 682-2171 Ext. 256

North Carolina State University
Dr. Roger Warren, Professor and Department Head
Department of Recreation Resources Administration
4008 Bittmore Hall
Raleigh, North Carolina 27650
(919) 737-3276

## North Dakota

North Dakota State University
Dr. Thomas C. Barnhart, Coordinator
Division of Health, Physical Education, Recreation and Athletics
Fargo, North Dakota 58105
(701) 237-7447

## Ohio

Kent State University
School of Health, Physical Education and Recreation
Recreation Curriculum
Kent, Ohio 44242
(216) 673-3013

Kent State University
School of Health, Physical Education and Recreation
Recreation Curriculum
Salem, Ohio 44460
(216) 672-3013

## Oklahoma

University of Oklahoma
Department of Health, Physical Education and Recreation
441 West Brooks
Norman, Oklahoma 73019
(405) 325-2711

## Oregon

University of Oregon
Dr. Larry L. Neal, Head
Department of Recreation and Park Management
Eugene, Oregon 97403
(503) 686-3396 or 3602

## Pennsylvania

California State College
Department of Nature Conservation and Recreation
California, Pennsylvania 15419
(412) 938-2281 Ext. 230

Slippery Rock State College
Dr. Craig Chase
Professor Parks and Recreation
Slippery Rock, Pennsylvania 16057
(412) 794-7503

Temple University
Dr. Richard Kraus, Chairman
Department of Recreation and Leisure Studies
Seltzer Hall
Philadelphia, Pennsylvania 19122
(215) 787-1943

## South Carolina

Clemson University
Department of Recreation and Park Administration
263 FRR Building
Clemson, South Carolina 29631

## South Dakota

University of South Dakota
School of Health, Physical Education, Recreation/Athletics
Vermillion, South Dakota 57069
(605) 677-5338

## Tennessee

Memphis State University
Department of Health, Physical Education and Recreation
Recreation and Park Administration Curriculum
Memphis, Tennessee 38152
(901) 321-1319

## Texas

Baylor University
School of Education
Department of Health, Physical Education and Recreation
Waco, Texas 76703
(817) 755-2010

North Texas State University
Dr. David M. Compton, Chairman
Division of Recreation and Leisure Studies
PO Box 13885, NT Station
Denton, Texas 76203
(817) 788-2544

## Texas (cont'd)

Texas Woman's University
College of Health, Physical Education and Recreation
Recreation and Therapeutic Recreation Curriculum
Denton, Texas 76204
(817) 382-8324

## Virginia

Virginia Commonwealth University
Dr. Charles E. Hartsoe, Chairman
Department of Recreation
Richmond, Virginia 23284
(804) 257-1130

Virginia Polytechnic Institute and State University
Dr. Gene A. Hayes, Recreation Program Area Leader
Division of Health, Physical Education and Recreation
111 War Memorial Gymnasium
Blacksburg, Virginia 24061
(703) 961-5743

## Washington

Central Washington University
Karen Nixon Jenison, Program Coordinator
Leisure Services Program
Ellensburg, Washington 98926
(509) 963-3551

Green River Community College
Division of Health, Physical Education and Recreation
Recreation Leadership Program
Auburn, Washington 98002
(206) 833-9111 Ext. 278

Olympic College
Department of Physical Education
Bremerton, Washington 98310
(206) 478-4578

Seattle Central Community College
Division of Science and Mathematics
Recreation Technology Curriculum
Seattle, Washington 98122
(206) 587-3858

Washington State University
Recreation Program
Smith Gymnasium 101
Pullman, Washington 99164
(509) 335-4251

## Wisconsin

University of Wisconsin
School of Health, Physical Education and Recreation
Department of Recreation and Parks
La Crosse, Wisconsin 54601
(608) 785-1800, Ext. 328

## Wyoming

Central Wyoming College
Department of Physical Education and Recreation
Riverton, Wyoming 82501
(307) 856-9291

Laramie County Community College
Division of Health, Physical Education and Recreation
Physical Education (Outdoor Living)
Cheyenne, Wyoming 82001
(307) 634-5853, Ext. 46

# Colleges and Universities Offering Camp Counselor/ Camp Skills Courses and/or Degree Options

(Supplement to Camp Director/Camp Administrator Program Listing)

## Colorado

Mesa College
Department of Recreation and Leisure Services
1175 Texas
Grand Junction, Colorado 81501
(303) 248-1362

## Florida

University of Florida
Dr. Paul Varnes, Head
Department of Recreation and Intramurals
Gainesville, Florida 32611
(904) 392-0581

## Illinois

University of Illinois at Urbana-Champaign
Dr. Joseph J. Bannon, Head
Department of Leisure Studies
104 Huff Gymnasium
Champaign, Illinois 61820
(217) 333-0105

## Indiana

Purdue University
Dr. William Theobald, Chairman
Recreation Studies Program
West Lafayette, Indiana 47907
(317) 493-9886

## Iowa

Iowa State University
Dr. M. Virginia Frye, Coordinator
Leisure Services Curriculum
202 Beyer Hall
Ames, Iowa 50011
(515) 294-4443

## Kansas

Kansas State University
Dr, Donald Lindley
Department of Health, Physical Education and Recreation
203 Ahearn
Manhattan, Kansas 66506
(913) 532-6765

**Kansas (con't.)**

Pittsburg State University
Mr. Thomas Lester, Recreation Coordinator
Weede Gymnasium
Pittsburg, Kansas 66762
(316) 231-7000 Ext. 352

**Lousiana**

Northwestern State University
Department of Health, Physical Education and Recreation
Natchitoches, Louisiana 71457
(318) 357-5126

**Massachusettes**

Greenfield Community College
Larry Buell, Coordinator
Outdoor Leadership Certification Program
Department of Leadership Development in Recreation and Human Services
1 College Avenue
Greenfield, Massachusettes 01301
(413) 774-3131 Ext. 349

**Minnesota**

St. Cloud State University
Dr. Yutaka Morotioski, Coordinator of Recreation Curriculum
Department of Health, Physical Education and Recreation
Halenbeck Hall
St. Cloud, Minnesota 56301
(612) 255-2155 or 2229

University of Minnesota Technical College - Crookston
Natural Resources Department
Crookston, Minnesota 56716
(218) 281-6510 Ext. 202

**Nebraska**

University of Nebraska
Dr. Harold J. Nolan, Jr.
Division of Recreation/Leisure Studies
School of Health, Physical Education and Recreation
Omaha, Nebraska 68101

**New York**

State University of New York College at Brockport
Dr. Donald G. Rith, Chairman
Recreation and Leisure Department
Brockport, New York 14420
(716) 395-2181

## Ohio

The Ohio State University
Recreation Education
Pomerene Hall
1760 Neil Avenue
Columbus, Ohio 43210
(614) 422-2705

## Oklahoma

Southwestern Oklahoma State University
Dr. L.J. Van Horn, Departmental Chairman
Department of Health, Physical Education and Recreation
Weatherford, Oklahoma 73096

## Oregon

Portland Communit College
Physical Education, Recreation and Athletic Department
12000 SW 49th Avenue
Portland, Oregon 97219
(503) 244-6111

## Pennsylvania

Harrisburg Area Community College
William Nelson, Coordinator
Department of Recreation and Physical Education
3300 Cameron Street Road
Harrisburg, Pennsylvania 17110
(717) 236-9533

The Pennsylvania State University
Dr. Patricia Farrell, Head
Recreation and Parks Program
267 Recreation Building
University Park, Pennsylvania 16802
(814) 865-1851

## Tennessee

The University of Tennessee, Knoxville
Dr. Martha Peters, Chairperson
Division of Recreation
1914 Andy Holt Avenue
Knoxville, Tennessee 37916
(615) 974-6045

## Virginia

Ferrum College
Dr. Coulbourn H. Tyler, Chairman
Division of Leisure Services
Ferrum, Virginia 23901
(804) 392-9266

172

Virginia (con't.)

Radford University
Gary L. Upp, Chairman
Department of Recreation and Leisure Services
Box 5735
Radford, Virginia 24142
(703) 731-5369

Washington

Western Washington University
Dr. James E. Moore, Coordinator
Center for Leisure Studies
Bellingham, Washington 98225
(206) 676-3782

West Virginia

Shepherd College
Dr. Joe Manjone
Recreation Curriculum Coordinator
Shepherdstown, West Virginia 25443
(304) 876-2511

## Major Findings on Colleges and Universities:

Investigation reveals that there are a number of colleges and universities offering courses in camp directing and administration, nationwide. Approximately 62 percent of these institutions offer a camping degree option, although almost half (47 percent) of these lead only to an associate, rather than bachelor's or master's degree. Very few (12 percent) of those colleges and universities specifying course titles indicated camp director/administration courses on the graduate level, and less than half of these offer camping degree options.

Over half (56 percent) of the colleges and universities listed offer therapeutic recreation courses or degree options in addition to camp director/administration courses. These institutions may provide a market for deliverable materials produced by Project STRETCH.

This listing provides a beginning from which other investigations into the content, focus and depth of camp director/administration courses currently offered can be made.

## Section 3: American Camping Association Sections

### Introduction

The American Camping Association conducts a wide range of camp director education programs through nationa, regional and section activities. In this section specific education opportunities offered to camp directors by the 32 ACA sections are detailed. Information presented below was provided by Project STRETCH staff following a telephone survey of all ACA sections. The telephone follow-up was designed to improve the low response rate to the original mail survey efforts. Information summarized below is itemized in Table 3-A, which follows on page .

### Training on Special Populations

Of primary concern to Project STRETCH staff and the American Camping Association is the extent to which ACA sections are currently providing training specific to the needs of camp directors serving handicapped campers. According to survey results, only 19 percent of the sections are providing training on special populations; another section (3%) is planning to offer this training. However, comments made to the staff interviewer indicate that in some sections training on special populations has been offered in past sessions and that camp directors feel confident in this area. Other section spokesmen indicate that camp director education opportunities offered each year are based on needs expressed by camp directors, and that training information on camping opportunities for disabled campers has not been requested.

### Types of Education Opportunities Offered

ACA sections offer a variety of camp director education programs. These can include training on specific topics of interest to camp directors, information specific to American Camping Association requirements or conferences covering a variety of topics. The listing below itemizes the types of training offered by the 32 sections.

CD Training Offered by ACA Sections (N=32)

| | |
|---|---|
| Standards | 81% |
| Managerials | 38% |
| Round Table and Sectional Discussions | 31% |
| Other | 28% |
| Staff Training | 22% |
| Conference | 19% |
| Leadership | 19% |
| Day Camp | 16% |
| Program | 13% |
| Special Populations | 3% |

Most ACA sections offer more than one type of training activity each year, with some sections offering as many as nine events. The average number of education opportunities conducted in 1979/80 was four events lasting from one-half day to overnight. The ACA sections trained a total of over 5177 camp directors in 1979/80, with an average of 162 camp directors trained by each section. Specific information for each section is outlined in Table 3-A.

## Training Descriptions

The information given below summarizes data provided in Table 3-A; the purpose of this summary is to describe the training opportunities most often provided by ACA sections. For information on training offered by specific sections, refer to Table 3-A. Approximately two-thirds (66%) of the sections conduct camp director training in both the fall and spring, offering sessions on weekends (41%) or both weekends and during the week (50%). The majority (75%) serve directors from a variety of camps. Camp directors trained travel an average of 115 miles to participate in section education opportunities.

While all sections report using ACA resource people in conducting camp director education programs, 62 percent use other resource people in addition. Similarly, while the training purposes reported by all sections included training specific to ACA requirements, 78 percent report that education events also satisfy other purposes.

A variety of training methods are used in ACA section camp director training. These include lecture/discussion, group participation, small group discussion, information sharing, field testing of materials, role playing, brochures, charts, audio-visual presentations, site visits, field visits, hands-on activities and classroom experiences. Training methods are chosen as they apply to the training purpose and audience. Most (72%) of the sections report using handouts: ACA materials (56%) and/or other materials (62%).

Almost two-thirds (66%) of the ACA sections report that competencies attained by camp directors involved in training are not verified. Those sections which do verify competencies do so primarily for standards training. However, training evaluations are conducted by 91 percent of the sections. Approximately half (53%) of the ACA sections indicate that training offered does satisfy licensing or certification requirements, primarily those imposed by the state in which the section is located.

Eighty-four percent of the sections charge a fee to those participating in camp director education programs. Approximately one-third (31%) charge expenses, others charge between $5 and $75 (average charge $27) depending on the type and length of training offered.

Camp director training priorities are determined by a variety of methods. The listing below itemizes methods used by the 32 ACA sections:

Determination of Training Priorities (N=32)

| | |
|---|---|
| Member survey/questionnaire | 31% |
| Section board | 31% |
| Member request | 19% |
| Committee chairmen | 9% |
| Program/leadership committees | 6% |
| No comment | 4% |

These results indicate that approximately one-half of the sections base training offered on member survey or requests.

## Support Requested/Problems Encountered

Includded in the telephone survey of ACA sections was an opportunity for requests for national support from the American Camping Association. This support was requested by 72 percent of the sections and included:

Support Requested (N=32)

| | |
|---|---|
| Guidelines/guides | 22% |
| Resource people | 9% |
| Resource suggestions | 6% |
| Public relations | 6% |
| Training materials | 3% |
| Staff | 3% |
| Outline programs | 3% |
| Scholarships | 3% |
| Labels for mailing | 3% |
| Coordination with Sections | 3% |
| General information | 3% |
| Reports to Leadership Chairman | 3% |
| Master training | 3% |

Section spokespersons were also given an opportunity to describe problems they encountered in conducting camp director education programs. Problems described included:

Problems Encountered (N=32)

| | |
|---|---|
| Distance/travel | 31% |
| Attendance | 19% |
| Timing | 16% |
| Recruitment | 13% |
| Resource people | 9% |

| | |
|---|---|
| Leadership | 6% |
| Apathy of members | 6% |
| Size of section | 6% |
| Audience | 3% |
| Location | 3% |
| Information on options | 3% |
| Needs assessment | 3% |
| Costs | 3% |

Note: Information on managerials scheduled in 1980-81 and other comments can be found in Table 3-A.

## ABBREVIATIONS USED IN TABLE 3-A

(page 98)

### TABLE OF CODES ON SECTION CHART

**TYPES OF TRAINING**

Managerials - M

Standards - S

Special Populations - SP

Round Table and Section Discussions - R

Day Camp - D

Leadership - L

Program - P

Conference - C

Other - O

Staff Training - T

**Length**

½ day - (1)

1 day - (2)

Overnight - (3)

**SEASON**

Fall - F

Winter - W

Spring - S

**CONTACT PERSON**

Leadership Chairperson - LC

Section President - SP

Section Executive - SE

# TABLE 3-A

| ACA SECTION | Con-Tact | TRAINING Of Special Populations | Types of CD Training | No. Events | Total Trained | Time offered Season | Day-wk/end | Location central-miles | Audience CD- Camps Variety Homo | Resource People ACA/Other |
|---|---|---|---|---|---|---|---|---|---|---|
| NEW ENGLAND | SE | None | R(1) M(2)T(3) C(3) | 6 | 167 | F/S | Weekend | Central/100 | CD+ Variety | ACA |
| CHESAPEAKE | L.C. | Yes Planned | R(1)S+D(2)S(3) | 6 | 90 | F/S | Weekend | Central 50-75 | CD+ Variety | ACA Others |
| CENTRAL PA. | S.P. | Yes | R(1) S(3) SP(3) )(3) | 7 | 192 | F/S | Weekend | Central 200 MI. | Variety/CD | ACA Others |
| EASTERN PA. | S.P. | YES, Regional WKS. | R(1) S(2) O(2) D(3) | 7 | 166 | F/S | Both | Central 5-100 | CD Variety | ACA/Others |
| WESTERN PA. | S.P | None | ______ | 0 | - - - - | - - - | - - - | - - - - - - | - - - - - - | - - - - - - |
| NEW JERSEY | L.C. | NO | S(2) | 1 | 15 | S | Weekend | Central 50 | CD+ HOMO | ACA |
| NEW YORK | SE | YES | T(1) D(1) S(3) P(3) L(3) o(3) S(1) | 4 | 520 | F/S | Weekend | Central 100+ | Staff<br>CD+ Variety | ACA+ |
| UPSTATE N.Y. | S.P. | None | P(3) L(3) | 2 | 245 | W/S | Weekend | Central 35-85 | CD+ NonProfit | Both |
| | | | | | | | | | | |
| FLORIDA | S.P. | NO | S(3) | 2 | 30 | F/S | Weekend | Central | CD Church Agency | ACA Mainly |
| MID SOUTH | S.P. | NO | S(3) M(3) | 2 | 40 | S | Weekend | Central 50-75 | CD+ Variety | ACA |
| OKLAHOMA | L.C. | NO | S(2) | 1 | 16 | W | Weekend | Central 200-400 | CD Variety | ACA |
| SOUTH EASTERN | S.E. | NO | O(2) S(2) M(2) C(2) | 8 | 200 | F/S | Both | Central 50-500 | CD+ AGency | ACA+ |
| TENNESSEE | L.C. | None | S(2) L(3) P(2) | 4 | 86 | F/S | Weekend | Central 200-300 | CD+ Variety | ACA+ |
| TEXAS | S.P. | NO | S(2) | 1 | 25 | W | Weekend | Central 300 | CD+ Variety | ACA |
| IOWA | S.P. | No | D(2) M(3) S(3) | 3 | 75 | F/S | Both | Around Section 50-100 | CDs AGency Church | ACA+ |
| ILLINOIS | S.E. | No | R(1) O(2) S(2) C(3) | 6 | 206 | F/S | Both | Around Section 100 MI. | CD+ Variety Staff | ACA+ |
| INDIANA | L.C. | No | R(2) T(3) R(3) | 4 | 200+ | F/S | Both | Central 50+ | CD Variety Staff | ACA+ |
| KENTUCKY | L.C. | NO | S(2) L(3) | 3 | 65 | F/S | Both | Central 100 | CD Ed. Agency Church | ACA |
| MICHIGAN | L.C. | No. | S(2) M(3) L(3) | 5 | 375 | F/S | Both | Central 100-200 | CD+ Variety | ACA+ |
| MINN. | S.P. | No. | S(2) T(2) O(2) P(2) O(1) | 7 | 268+ | F/S | Both | Central 50-100 | Spec. Variety CD+ | ACA+ Specialty |
| MO. VALLEY | S.P. | No | S(3) R(2) | 3 | 185+ | F/S | Both | Central 160-80 | CD Variety Spec. Church | ACA/Other |
| NEBRASKA | S.P. | No | M(3) | 5 | 121 | S | Wk/end | Central 250 | CD Variety | ACA/Other |
| OHIO | L.C. | No | S(3) M(3) | 2 | 54 | Sp. | Both | Central 50-75 | CD+ Variety | ACA |
| ST. LOUIS | S.E. | NO | S(2) R(2) L(2) | 5 | 220 | S | Both | Central 75 | CD+ Variety | ACA/Other |
| WISCONSIN | L.C. | NO | S(2) C(3) | 5 | 244 | F/S | Weekend | Central 50-75 | CD+ Variety | ACA/Other |
| CORONADO | L.C. | NO | O(3) M(3) S(2) T(2) O(2) | 9 | 300 | F/S | Both | Central 50-100 | CD+ Variety | ACA |
| EVERGREEN | LC | YES | R(1) M(2) S(2) O(2) C(3) | 9 | 340 | F/S | Both | Central 50-150 | CD+ Variety | ACA+ |
| No. California | S.E. | NO | R(1) O(2) S & C(3) | 5 | 230 | F/S | Both | Central 75-125 | CDs Variety | Both |
| Oregon Trail | L.C. | Yes | R(1) M(2) S(2) | 3 | 117 | F/S | Weekday | Section-50-100 | CD+ AGency Church | ACA+ |
| ROCKY MOUNTAIN | LC | NO | S(2) D(2) L(2) T(s) M(3) | 7 | 131 | F/S | Both | Central/Sect. 200 MI. | CD+ Variety Related | ACA/Other |
| So. California | LC | Yes | T(2) M(3) | 4 | 232 | F/W/S | Both | Central/Sect. 1000 MI. | CD+ Variety | ACA/Other |
| VIRGINIA | L.C. | NO | S(2) Prof. Purkle conducts T course/Y Basic Management to Grad Students | 1 | 15<br>6-8 | S<br>S | Sat.<br>Wk/Dys | Central 50-100 | CD Variety<br>Students | ACA<br>ACA |

(continued)

# TABLE 3-A

| Training Purpose ACA/Other | Handouts Yes No | ACA Other | Training Method Used | Competencies Verified | Evaluation Conducted | Satisfy Local Lic/ Cert/Req. | Av. Fee Charged |
|---|---|---|---|---|---|---|---|
| Both | Yes | ACA/Other | Lecture/disc. Group Part'cp | NO | NO | NO | M'ngmts$20 Over/n-Conf. $50-75 |
| Both | Yes | ACA/Other | Variety | NO | YES | NO | Expenses |
| Both | Yes | ACA/Other | Variety | NO | YES | NO | $25 |
| Both | Yes | ACA | Variety | Stands. | Yes | NO | Conf-$75 |
| ACA/Other | Yes | ACA Other | | | | | |
| Both | YES | ACA/Other | Small Group Disc. | Practice Visit | Yes | N.J. Camp Req. | - - |
| Both | Yes | ACA/Other | Both/Sharing | NO | NO/YES | State | Expenses Only |
| Both | Yes | ACA/Other | Variety 3-Day seminar | NO | Yes | Yes Archery | $15-$40 |
| | | | | | | | |
| Basic | Yes | ACA/Other | Variety | NO | YES | NO | $15 |
| Both | No | | Both Fd. Testing | No | No | Yes | Expenses |
| Both | Yes | ACA/Other | Both | No | Yes | No | - - - |
| Update | Yes | | Both | Stands Only | Yes | NO | Expenses |
| Both | YES | ACA/Other | Both Role Playing | NO | YES | NO | Overnight $12.00 |
| Both | YES | ACA/Other | Both Quiz | No | YES | State | $5.00 |
| Both | | | Variety | Stands Only | Yes | State | Expenses Mainly |
| Both | YES | ACA/Other | Variety | Stands Only | Yes | Food S. State | $28/overnight |
| Both | Yes | | Both | No | Yes | YES | Costs |
| Both | Yes | ACA/Other | Variety | No | Yes | NO | $15-25 Overnight |
| Both | Yes | Other | Variety | Both | Yes | Yes | $15.00 |
| Both | NO | | Both- & Group prr-ticipation-Round Table presentat. | NO | Yes | Yes | Costs |
| Both | Yes | ACA/Other | Lect/ Disc Brochures/Charts | NO | YES | NO | Costs |
| | | | Both & AV | Yes | YES | Food Service State | NO |
| Both | Yes | ACA/Other | Both/Site Visit. | No | YES | State CETA, etc. | Manag. $25.00 |
| Both | NO | Both Field Trip | Both Actual/Field | YES | NO | YES | Lodging |
| Both | YES | ACA + | Both Group Partp. | NO | YES | YES | - - |
| Both | Yes | Other | Both- Hands On" | YES | YES | NO | 9.50 |
| Both | Yes | Other | Variety | NO | YES | Cal. CAmp Require. | Expenses |
| Basic | YES | ACA/Other | Both | NO. | YES | NO | $20.00 |
| Both | Not Usually L/D | | Disc.Lecture | NO | YES | NO | $15-20 |
| Basic/Refresher training | NO | Sharing Role Playing | Both-Sharing Role playing | NO Manag. YES | YES | 1-Yes | Expense/cost |
| Basic-Update Informative | NO | L/Disc.AV ACTUAL ACT. | Both- Actual Act. | NO | YES | State and Federal | $4-$50 |
| ACA<br>Basic | NO<br>NO | Both<br>LECTURE | Basic/Standards<br>Lecture/Class | NO<br>Yes | Yes<br>NO | NO<br>NO | NO<br>Tuition Fee |

(Continued)

TABLE 3-A 98-B

| Priorities Determined By | Support Requested (Nat'l) | Managerials Sche. 80-81 | Problems Encountered | General Comments |
|---|---|---|---|---|
| Various Comm.s Chairs | None | Dates Unknown | Leadership Distance | – |
| MEMBER's Reques | NONE | N-Nov.<br>B-J | Recruitment | Joan Fincutter will field Test |
| MEMBER's Reques | NONE | At Regional | Audience & Leadership | |
| Member Survey | Training Materials | At Regional | Distance – Timing | |
| | | | | |
| Members Question. | No Comment | At Regional | | |
| Committee | Nothing more | Yes | Attendance | Need Managerial Info to Plan |
| Committee Planning Event | Resource suggestions | Food S<br>F/80 | Attendance | |
| | | | | |
| Member Survey | Staff | Decision Not Made | Apathy of members | |
| Expressed Needs | Outline Programs | Food S.*<br>10/80 | Geographic Attendance | Discuss Attending Conv. Managerials* |
| Questionnaire | Guidelines | - - - | Travel Resource P | |
| Member Survey | Resource People | 1980 (Sept)<br>Business Finance | Recruitment | |
| No Comment | Scholarships | NO | Time Coord. | |
| Participants Survey | Guidelines | Feb/Conv. | Size of Section | |
| Board | None | - - - | Size of Section | |
| Member Survey | Guidelines | S/F 10-80<br>B. 1/81 | - - - - | |
| Section Board | Labels for Mailing | NO | Attendanc | ISU Wants to do a program for Health with Nursing Dept./ACA |
| Member Survey | Coordination with sections | To be planned | Location | |
| Section Determ. | P.R. | | Recruitment Distance | |
| Board | Gen. Info | Yes | Info on Options | |
| Board | P.R. | Yes | Assessment Needs | Leadership Chr. Needs more info from events done and planned |
| Member Survey | Resource People ava'l | To be Determined | Recruitment | ulon Skinner will field test |
| Program/Lead'sh Chairs | Reprots to L.C. | Yes-Spring | Attendance | anet Canty will field test. |
| PROGRAM CHR | Guide | Food<br>Health<br>Site/Business | | Distance. |
| Board | Guide | YES | Distance | |
| SECTION | Guide | YES | Distance | |
| Member Request | Master Train-ING. | Yes | Distance timing | |
| Member Survey | REsource People | NONE | Resource People | |
| Section Board Past Success | NONE | Site/1-81 | Travel, Resource Peo | Fogerty, Will field test. |
| Membership Needs | Guides | Every 2 yrs. | Attendance | urney- Will Field Test |
| Section Board | "Fine" | Yet, Oct. | Time, Costs | "Keeping Busy" Brooks |
| Board/Membership | Resource "Inventory" List | Yes/80-81 | Professional Apathy-Distance-Time | He had not really done as much training as he plans to do this coming year (Purkle) Is interested and wants to |

Major Findings on ACA Sections:

American Camping Association sections offer a wide variety of camp director education opportunities designed to meet the needs of member camp directors. It appears that efforts are made to schedule training in locations and at times convenient to participants, and to limit the fees charged to trainees. Various training methods are used by sections in presenting training content, with group discussions and opportunities for hands on training and idea exchange used frequently. While section education training focuses on ACA concerns, other purposes are often served by the programs.

Approximately half of the sections report that camp director training focuses are determined by member surveys or requests. At the same time, only 19 percent of the sections are currently providing camp director training on special populations. Taken together, these statements indicate that camp directors do not appear to place a high priority on training related to the needs of campers with handicapping conditions, although a need for this training may exist.

Problems encountered by sections suggest that distance obstacles and low attendance are primary concerns. However, as mentioned above, an effort is made to offer training in central locations and to offer a variety of educational events to meet the needs of member camp directors. Data provided indicate that ACA sections do train a substantial number of camp directors each year, and in some cases offer training which leads to state licensing or certification.

## Section 4: Non-National Organizations and Denominations

### Introduction

This section reports data obtained from 200 regional, state, chapter, or local agencies in response to the Survey of Camp Director Education Programs. The survey population described in this section was determined by the random selection of 700 agencies included on mailing lists furnished by the American Camping Association and from similar listings. Copies of the survey instrument were mailed to these agencies. The rate of response to the survey effort was 29 percent; responding agencies included public, private, religiously affiliated, national or community service, youth service and other organizations. Data was obtained from agencies involved specifically in programs for special populations only as these agencies formed a natural part of the random sample.

Information from these non-national organizations and denominations is presented to compare and evaluate responses from those which offer camp director education programs, and those which do not. Additionally, in some cases, camp director education opportunities are offered on a regional or local, rather than national, level; therefore the data reported in this phase of the survey helps to complete and substantiate information contained in Section 1 of this report.

## Background Information

Table 4-A below presents a breakdown of the data described in the narrative below by type of organization. This table describes the responses of those agencies who offer camp director education programs. Table 4-B presents a similar breakdown of information based on the type or organization for those agencies who do not offer camp director education programs.

Information will be designated in the following report by: "YES" if the agency described offers a camp director education program for their camp directors; and "NO" for those agencies who do not offer camp director education programs.

## Types of Responding Organizations

The most prevalent types of organizations represented in the survey for both groups were Youth Service Organizations. The agencies offering camp director education programs represent 30% of the total survey population; whereas, those agencies who do not offer training programs for camp directors represent 70% of the total population.

The following schedule is a breakdown of responding agency types. The percentages are derived from the aggregate response.

### Responding Types of Organizations

| | Percentage | | | |
|---|---|---|---|---|
| Types of Organizations | YES | | NO | |
| Public | 3% | | 6% | |
| Private | 2% | | 14% | |
| Special Populations | 6% | | 10% | |
| Youth Service Organization | 9% | | 16% | |
| National or Community Service Organization | 6% | | 11% | |
| Religious Affiliation | 4% | | 13% | |
| | 30% | + | 70% | = 100% |

## Types of Camps Operated by Responding Organizations

The types and numbers of camps were described according to: 1) residential--seasonal or year-round camps, 2) day camps, and 3) travel camps. The types of camps operated by agencies included day camps, resident camps, seasonal or year-round camps and a variety of other types of camps. The majority of the types of camps operated by organizations are day camps. Although the agencies who do not offer camp director education programs represent 70% of the survey population, those agencies who do offer camp director education programs, sponsor or support a majority of camps.

### Responding Types of Camps

| Type of Camp | Percentage YES | Percentage NO |
|---|---|---|
| 1) Day Camps | 28% | 27% |
| 2) Residential Camps | | |
| a. Seasonal | 12% | 12% |
| b. Year-round | 4% | 5% |
| 3) Travel Camps | 3% | 4% |
| 4) Other | 4% | 1% |
| | 51% + | 49% = 100% |

Five percent of the organizations operate other types of camps including: trip camps, environmental educational centers, family camping, troop/group camping, outdoor education camps, specialty camps, beach camps, and adventure camps.

## Ages of Campers Served by Camps

The ages of campers vary from one to over sixty-one years of age, depending on the type of camp and services provided by that camp. Many of the respondents indicated that they have several different camps serving different age groups.

Comments were also made about age ranges offered as choices. Different organizations used different age brackets; for example, the two groups (11-16 and 17-24) were listed by one agency as (10-15 and 16-21). The following schedule shows the percentage breakdown of age ranges based on the aggregate responses to this question. The percentages show that the six to eleven and the eleven to sixteen year old age groups are receiving the greatest amount of camping services, whereas the pre-school age group and the senior adult group are receiving only minimal services.

Ages of Campers Served by Camps

| Ages | Percentage YES | | Percentage NO | | |
|---|---|---|---|---|---|
| Pre-school Children (0-5 years) | 2% | | 5% | | |
| Children (6-11 years) | 7% | | 22% | | |
| Teens (11-16 years) | 8% | | 22% | | |
| Young Adults (17-24 years) | 5% | | 10% | | |
| Adults (25-60 years) | 2% | | 9% | | |
| Senior Adults (61 years plus) | 2% | | 6% | | |
| | 26% | + | 74% | = | 100% |

## Service: Disabled Populations

The following three questions on the survey deal specifically with camping services which are provided for the disabled either in a segregated or mainstreaming program. It is encouraging to find that the majority of respondents are serving the handicapped through mainstreaming programs in camps primarily for non-disabled campers. The following four tables describe how often and to what degrees, handicapped campers are being served in camping programs. The first chart indicates the percent of the responding organizations which are serving disabled populations in some manner. The second chart shows the percentage of organizations serving the disabled in camps primarily for disabled campers. Chart three indicates the percentage of organizations serving the disabled in camps primarily for non-disabled campers. The fourth table describes the percentage of the camp population which is disabled based upon the total number of organizations which are serving the disabled in camps comprised primarily of non-disabled campers. (Note that "YES" and "NO" refer to the provision of camp director education opportunities.)

Table 4-1

Percentage of Organizations Serving Disabled Campers

| "YES" | "NO" |
|---|---|
| 57% | 43% |

Table 4-2

Percentage Serving Disabled in Camps Primarily for Disabled Campers

| "YES" | "NO" |
|---|---|
| 20% | 13% |

Table 4-3

Percentage Serving Disabled in Camps Primarily for Non-Disabled Campers

| "YES" | "NO" |
|---|---|
| 37% | 40% |

### Table 4-4

Percentage of Campers Served in Camps Primarily For Non-Disabled Campers Who are Disabled

| "YES" | "NO" |
|---|---|
| 6% | 6% |

Based on the above percentages it appears as though those organizations offering camp director education programs are serving disabled campers in more camping programs than those organizations which do not offer camp director education programs, although the percentages of disabled campers mainstreamed is similar in both groups.

It seems, according to the responses to this survey, that other than camps exclusively for disabled campers, predominantly Mentally Retarded campers, there are no organized plans to recruit disabled campers. Many of the respondents mentioned plans for establishing future mainstreaming programs for their camps.

## Camp Population Figures on Annual Basis

The total number of campers served by the responding organizations on a yearly basis for those organizations which offer camp director education programs is 71,795. For those organizations that do not offer camp director education programs, the total number of campers is 82,553. The average number of campers served per organization for those organizations which offer camp director education programs is 1,751. For those organizations that do not offer camp director education programs, the average number of campers is 699. The actual numbers of campers served by the various agencies range from 30 campers served by a private camp agency to 25,000 campers served by a community parks and recreation organization. It should be noted that these figures represent service by local agencies and in no way present the total number of campers served annually across the nation.

It appears, based on the above figures that those organizations which offer camp director education programs (representing 30% of the total responding agencies) serve a far greater number of campers per year than organizations not offering camp director education programs. The average number of camp directors and assistant directors employed by each organization on a yearly basis reflects this fact. For those organizations offering camp director education programs, the average number of directors and assistant directors is six. Organizations not offering camp director education programs employ an average of three camp directors and assistant directors on a yearly basis. Again, these figures are based on data reported by regional and local agencies rather than national totals.

## Table 4-A

## Background Information on Camps and Populations For Organizations Offering Camp Director Education Programs

| Organizations | Type and Number of Camps | | | | | Ages of Campers | | | | | | Service to Disabled Campers | | Number of Campers Served Annually | Number of Camp Director & Assistant Directors |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Res. Seas. | Res. Year | Day | Travel | Other | Pre- | Child | Teen | Young Adult | Adult | Senior Adult | Yes | % Served | | |
| **Special Populations** (12 respondents) | 34 | 19 | 61 | - | - | 5 | 8 | 8 | 7 | 5 | 4 | 12 | 100% | 2,563 | 39 |
| **Private Organizations** (4 respondents) | 4 | - | - | - | 1 | - | 2 | 2 | 1 | - | - | 1 | 1% | 1,275 | 4 |
| **Religious Organizations** (9 respondents) | 21 | 10 | 3 | 10 | - | 1 | 5 | 5 | 4 | 4 | 3 | 5 | 8% | 12,250 | 52 |
| **National/Community Service** | | | | | | | | | | | | | | | |
| a) YMCA (7 respondents) | 4 | - | 10 | 1 | - | 2 | 5 | 6 | 4 | 2 | 2 | 3 | 5% | 5,065 | 21 |
| b) OTHER (4 respondents) | 6 | - | 3 | - | - | - | 1 | 3 | 2 | - | 1 | 1 | 3% | 535 | 11 |
| **Public Organizations** | | | | | | | | | | | | | | | |
| a) State Parks and Recreation (2 respondents) | 1 | - | 2 | - | - | - | - | 1 | 1 | - | - | - | - | 80 | 6 |
| b) County Parks and Recreation (2 respondents) | - | - | 35 | - | - | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 5% | 25,000 | 35 |
| c) OTHER (4 respondents) | 2 | - | 14 | - | 24 | 1 | 1 | 2 | 2 | - | - | 2 | 2% | 650 | 17 |

Table 4-A contd.

## Background Information on Camps and Populations For Organizations Offering Camp Director Education Programs

| Organizations | Type and Number of Camps | | | | | Ages of Campers | | | | | | Service to Disabled Campers | | Number of Campers Served Annually | Number of Camp Director & Assistant Directors |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Res. Seas. | Res. Year | Day | Travel | Other | Pre- | Child | Teen | Young Adult | Adult | Senior Adult | Yes | % Served | | |
| Youth Service Organizations | | | | | | | | | | | | | | | |
| a) Girl Scout Councils (13 respondents) | 23 | 1 | 97 | 2 | 7 | - | 10 | 10 | 1 | - | - | 6 | 2% | 18,730 | 69 |
| b) Camp Fire (3 respondents) | 4 | - | 13 | - | 6 | 1 | 2 | 2 | - | - | - | 2 | 12% | 4,650 | 14 |
| c) Camping Organizations 1 (respondent) | ✓ | ✓ | ✓ | ✓ | - | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 1 | ? | ? | ? |

## Table 4-B

## Background Information on Camps and Populations

## For Organizations Not Offering Camp Director Education Programs

| Organizations | Type and Number of Camps | | | | | Ages of Campers | | | | | | Service to Disabled Campers | | Number of Campers Served Annually | Number of Camp Directo & Assistant Directors |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Res. Seas. | Res. Year | Day | Travel | Other | Pre- | Child | Teen | Young Adult | Adult | Senior Adult | Yes | % Served | | |
| Special Populations (19 respondents) | 7 | 3 | 16 | - | - | 4 | 16 | 16 | 12 | 10 | 8 | 19 | 100% | 5,059 | 72 |
| Private Organizations (28 respondents) | 20 | 5 | 8 | 5 | 1 | 2 | 21 | 21 | 3 | 3 | 2 | 9 | 5% | 8,845 | 53 |
| Religious Organizations (26 respondents) | 25 | 24 | 12 | 22 | 2 | 7 | 22 | 20 | 11 | 11 | 9 | 14 | 6% | 21,237 | 54 |
| National/Community Service | | | | | | | | | | | | | | | |
| a) YMCA/YWCA (15 respondents) | 8 | 2 | 16 | 2 | 1 | 6 | 13 | 13 | 5 | 5 | 3 | 11 | 3% | 7,792 | 34 |
| b) OTHER (6 respondents) | 2 | 2 | 4 | 1 | 1 | 1 | 4 | 3 | 3 | 3 | 1 | 2 | 1% | 3,630 | 17 |
| Public Organizations | | | | | | | | | | | | | | | |
| a) State Parks & Rec. (5 respondents) | 3 | 6 | - | - | - | - | 1 | 1 | 1 | 1 | 1 | 1 | 1% | 9,000 | 7 |
| b) County Pks. & Rec. (4 respondents) | DID NOT OPERATE CAMPS / OR DID NOT HAVE INFORMATION | | | | | | | | | | | | | | |
| c) OTHER (4 respondents) | 2 | - | 4 | - | - | 1 | 2 | 2 | 1 | 1 | - | 2 | 5% | 16,250 | 6 |
| Youth Service Organizations | | | | | | | | | | | | | | | |
| a) GS Councils (19 respondents) | 19 | 4 | 154 | - | 1 | 4 | 17 | 17 | 7 | 7 | 2 | 12 | 3% | 38,601 | 105 |
| b) 4-H Clubs (4 respondents) | 6 | - | 11 | 1 | - | - | 3 | 3 | 1 | 1 | - | 1 | 5% | 6,500 | 17 |
| c) Camp Fire (5 respondents) | 3 | - | 15 | - | 1 | - | 4 | 3 | 1 | 1 | 1 | 3 | 6% | 3,230 | 15 |
| d) O[illegible]R (4 respondents) | 3 | - | 1 | - | - | - | 2 | 3 | 1 | - | - | - | - | 1,010 | 8 |

## Camp Director Education Programs

Table 4-C illustrates a breakdown of the information presented in the narrative below based on the type of organization. This table describes the responses of those agencies who offer camp director education programs. Table 4-D presents a breakdown of the following information based on the type of organization for those agencies who do not offer camp director education programs.

This section of the survey was designed for the collection of information about camp director education programs, materials for camp director education, and intern programs for camp directors as provided by the responding organizations.

Respondents were asked if they provided a camp director certification program and a camp director job performance assessment tool. A description of the camp director certification program and the job performance assessment tool was requested from agencies who indicated they had such a program.

Out of the 61 agencies who offer camp director education programs, 11% indicated that they offer a certification program. Most of these agencies also mentioned that the certification program was the ACA Certification Program. Other certification programs mentioned were Girl Scouts, Camp Fire, and Boy Scouts. Of the 139 organizations who do not offer camp director education programs, only 7% of the agencies offer a certification program. ACA certification programs were again mentioned as the certification program most of the agencies were involved with. As reported in Section 1, national organizational data indicates that only the ACA and Boy Scouts offer camp director certification programs. The fact that other, local agencies indicate certification might reflect some confusion as to the definition and requirements of certification programs.

Thirty-four percent of those organizations providing camp director education programs provide a camp director job performance assessment tool. Nineteen percent of those organizations who do not provide camp director education programs, provide camp director job assessment tools. Few respondents included copies of these assessment instruments with surveys returned. Those instruments included have been forwarded to Project STRETCH staff under separate cover. One respondent indicated that the camp directors were evaluated by the same tools and methods as any other full-time employee of that agency.

Of the organizations who indicated that their agency provided education programs for their camp directors, 87% stated that they actually conduct these education programs. For those organizations indicating that their agency does not provide education programs for their camp directors, 25% indicated that they conduct some form of education program for their camp directors.

Materials for camp director education are provided by 80% of the organizations which provide camp director education programs. For those agencies who do not sponsor camp director education programs, 44% of the agencies do provide materials for camp director education. The materials listed by the various organizations are very general, and similar, based upon the two survey groups. They include:

ACA materials
National YMCA Camp Program Book
Staff manuals
Course text books
Girl Scouts materials
Materials from the Salvation Army Camping Bureau
Maintenance and program manuals
Values clarification tools
Newsletters
National Camp Fire materials
Youth Conservation Corps handbooks

Actual titles can be found in Section I data; most respondents did not list specific items.

Only 11% of those agencies which provide camp director education programs, have an intern or apprentice program for camp directors. Seven percent of the agencies not providing education programs for their camp directors have intern or apprentice programs. Fifty-four percent of the agencies providing camp director education programs endorse other camp director education programs. Fifty-nine percent of those agencies which do not provide education programs, endorse other camp director education programs. The majority of agencies from both groups who endorse other camp director education programs, stated that they endorse the ACA camp director education programs.

Funds for camp directors to attend other education programs are provided by 64% of those agencies providing camp director education programs and 72% of those agencies who do not provide education programs for camp directors. The majority of those agencies who stated that they provided funds for camp directors to attend other education programs indicated their support of ACA camp director education programs.

Sixty-two percent of the organizations providing camp director education programs do allow camp directors time-off to attend other camp director education programs. Of those agencies which do not provide camp director education programs, 73% allow camp directors time-off to attend other camp director education programs. The majority of those education programs in which camp directors are allowed time-off to attend are ACA camp director education programs.

Other types of education or help for camp directors is provided by 69% of the organizations which provide camp director education programs, and 59% of those agencies which do not provide camp director education programs.

The previous section referring to Camp Director Education Programs shows a great interest in providing training for camp directors. Although only 30% of the responding agencies actually provide educational programs for their camp director's; training and education does appear to be an important concern for most agencies.

Agencies are able to utilize programs and materials established by other agencies, such as ACA, YMCA and Girl Scouts for the training of their camp directors. Funds and time-off are provided by many agencies for attending camp director education programs. Agencies and organizations are sharing their areas of expertise with others for the common goal of providing quality camping programs.

Table 4-C

Information on General Education Programs For Organizations Sponsoring Camp Director Education Programs

| Organization | Types of Education Programs |
|---|---|
| Special Populations | -Easter Seal Camping and Recreation Institute Every Other Year<br>-National Easter Seal Programs<br>-Ongoing In-service Training<br>-Orientation Programs |
| Private Organizations | -No Response |
| Religious Organizations | -Meet With Other Directors<br>-Annual Four-Day Program<br>-Annual Three-Day Event<br>-Week for Continuing Education for Camp Directors |
| National/Community Service Organizations<br>a) YMCA | -National YMCA Camping Programs<br>-Local YMCA Camp Director Workshops<br>-Weekend Sessions for Camp Directors<br>-Conferences |
| b) OTHER | -Staff Training Each Spring<br>-Annual Training Prior to Camp<br>-College Course Work |
| Public Organizations | |
| a) State Parks & Rec. | -One Week Orientation |
| b) County Parks & Rec. | -Pre-service Training |
| c) OTHER | -Annual Training Session |
| Youth Service Organizations<br>a) Girl Scout Councils | -National Girl Scout Training<br>-San Francisco Bay Council Training<br>-Annual Workshops<br>-Monthly Meetings<br>-Annual 2-3 Day Workshops |
| b) Camp Fire | -National Camp Fire Camp Director Training |
| c) Camp Organizations | -Annual Conference |

Table 4-C Cont.

## Information on General Education Programs
## For Organizations Sponsoring Camp Director Education Programs

| Organizations | Certification Program | | Job Performance | | Ed. Program | | Mat.'s | | Intern Program | | Endorse Others | | Funds | | Time-Off | | Other Ed. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N |
| pecial Populations (12 respondents) | - | 12 | 4 | 8 | 12 | - | 8 | 4 | 2 | 10 | 2 | 10 | 3 | 9 | 4 | 8 | 6 | 6 |
| rivate Organizations (4 respondents) | - | 4 | - | 4 | - | 4 | - | 4 | - | 4 | 1 | 3 | 3 | 1 | 2 | 2 | 3 | 1 |
| eligious Organizations (9 respondents) | - | 9 | 3 | 6 | 9 | - | 9 | - | 2 | 7 | 7 | 2 | 7 | 2 | 8 | 1 | 6 | 3 |
| at.'1/Community Serv. | | | | | | | | | | | | | | | | | | |
| ) YMCA (7 respondents) | - | 7 | 3 | 4 | 6 | 1 | 6 | 1 | - | 7 | 7 | - | 7 | - | 7 | - | 6 | 1 |
| ) OTHER (4 respondents) | - | 4 | 1 | 3 | 4 | - | 4 | - | 1 | 3 | 1 | 3 | 2 | 2 | 2 | 2 | 3 | 1 |
| ublic Organizations | | | | | | | | | | | | | | | | | | |
| ) State Parks & Rec. (2 respondents) | - | 2 | - | 2 | 2 | - | 2 | - | - | 2 | 2 | - | 2 | - | 2 | - | 2 | - |
| ) County Parks & Rec. (1 respondent) | - | 1 | 1 | - | 1 | - | 1 | - | - | 1 | 1 | - | - | 1 | 1 | - | 1 | - |
| ) OTHER (4 respondents) | - | 4 | - | 4 | 2 | 2 | 2 | 2 | - | 4 | 2 | 2 | - | 4 | - | 4 | 2 | 2 |
| outh Service Organizations | | | | | | | | | | | | | | | | | | |
| ) GS Council (13 respondents) | 5 | 8 | 7 | 6 | 13 | - | 11 | 2 | 1 | 12 | 10 | 3 | 12 | 1 | 9 | 4 | 10 | 3 |
| ) Camp Fire (3 respondents) | 1 | 2 | 1 | 2 | 2 | 1 | 3 | - | - | 3 | 2 | 1 | 3 | - | 3 | - | 3 | - |
| ) Camping Organiza.'s (1 respondent) | - | 1 | - | 1 | 1 | - | 1 | - | - | 1 | 1 | - | - | 1 | - | 1 | - | 1 |

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### Table 4-C Cont.
### Information on General Education Programs For Organizations Offering Camp Director Education Programs

| Organization | Other Types of Education or Help |
|---|---|
| Special Populations | -Continuing Education Courses |
| Private Organizations | -NO RESPONSE |
| Religious Organizations | -NO RESPONSE |
| National Community Service Organizations | |
| a) YMCA | -College Courses<br>-Supervision |
| b) OTHER | -Supervision<br>-In-service Training |
| Public Organizations | |
| a) State Parks & Rec. | -NO RESPONSE |
| b) County Parks & Rec. | -NO RESPONSE |
| c) OTHER | -NO RESPONSE |
| Youth Service Organizations | |
| a) Girl Scout Councils | -Individual Training<br>-Workshops<br>-Weekly Memos<br>-Supervision |
| b) Camp Fire | -NO RESPONSE |
| c) Camp Organizations | -NO RESPONSE |

Table 4-D

Information on General Education Programs For Organizations Not Sponsoring Camp Director Education Programs

| Organization | Types of Education Programs |
|---|---|
| **Special Populations** | -NO RESPONSE |
| **Private Organizations** | -ACA |
| **Religious Organizations** | -Jewish Welfare Board-National Conference of Camp Directors<br>-Annual Week in Bible Study, Recreation and Planning<br>-National Camp Leadership Conference-Lutheran Church in American<br>-Orientation Before Camp Season<br>-National United Methodist Camp Leaders Training |
| **National/Community Service Organizations** | |
| a) YMCA/YWCA | -Occasional Workshops on a Regional Basis<br>-YMCA Professional Training Programs<br>-ACA |
| b) OTHER | -NO RESPONSE |
| **Public Organizations** | |
| a) State Parks & Rec. | -NO RESPONSE |
| b) County Parks & Rec. | -NO RESPONSE |
| c) OTHER | -NO RESPONSE |
| **Youth Service Organizations** | |
| a) Girl Scout Councils | -National Organization Education Programs<br>-Camp Administrator Conducts Evaluation Program |
| b) 4-H Clubs | -Director Orientation Meetings<br>-Writing Assignments |
| c) Camp Fire | -National Camp Fire Camp Administration Course<br>-ACA<br>-On-the-Job Apprenticeship<br>-Monthly Meetings to Train Camp Directors |
| d) OTHER | -ACA |

## Table 4-D Cont.

## Information on General Education Programs For Organizations Not Sponsoring Camp Director Education Programs

| Organizations | Certification Program | | Job Performance | | Ed. Program | | Mat.'s | | Intern Program | | Endorse Others | | Funds | | Time-Off | | Other Ed. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N | Y | N |
| pecial Populattions (19 respondents) | - | 19 | 7 | 12 | 2 | 17 | 8 | 11 | - | 19 | 14 | 5 | 12 | 7 | 11 | 8 | 6 | 13 |
| ivate Organizations (28 respondents) | 1 | 27 | 3 | 25 | - | 28 | 4 | 24 | 2 | 26 | 20 | 8 | 16 | 12 | 18 | 10 | 13 | 15 |
| eligious Organizations (26 respondents) | 2 | 24 | 5 | 21 | 6 | 20 | 13 | 13 | 4 | 22 | 23 | 3 | 20 | 6 | 18 | 8 | 14 | 12 |
| at.'l/Community Ser. | | | | | | | | | | | | | | | | | | |
| a) YMCA/YWCA (5 respondents) | 3 | 12 | 6 | 9 | 4 | 11 | 8 | 7 | 4 | 11 | 14 | 1 | 14 | 1 | 14 | 1 | 9 | 6 |
| b) OTHER (6 respondents) | 1 | 5 | - | 6 | - | 6 | 2 | 4 | - | 6 | 4 | 2 | 5 | 1 | 5 | 1 | 2 | 4 |
| ublic Organizations | | | | | | | | | | | | | | | | | | |
| a) State Pks. & Rec. (5 respondents) | - | 5 | - | 5 | - | 5 | - | 5 | - | 5 | 3 | 2 | 2 | 3 | 1 | 4 | 3 | 2 |
| b) County Parks & Recreation (4 respondents) | DID NOT OPERATE CAMPS / OR DID NOT HAVE INFORMATION | | | | | | | | | | | | | | | | | |
| c) OTHER (4 respondents) | - | 4 | 1 | 3 | 1 | 3 | 1 | 3 | 1 | 3 | 2 | 2 | 3 | 1 | 3 | 1 | 1 | 3 |
| uth Service Organizations | | | | | | | | | | | | | | | | | | |
| a) GS Councils (19 respondents) | 3 | 16 | 2 | 17 | 13 | 6 | 16 | 3 | - | 19 | 19 | - | 19 | - | 19 | - | 16 | 3 |
| b) 4-H Clubs (4 respondents) | - | 4 | - | 4 | 3 | 1 | 3 | 1 | - | 4 | 4 | - | 4 | - | 4 | - | 3 | 1 |
| c) Camp Fire (5 respondents) | - | 5 | 2 | 3 | 4 | 1 | 4 | 1 | 1 | 4 | 5 | - | 3 | 2 | 5 | - | 3 | 2 |
| d) OTHER | 1 | 3 | 1 | 3 | 2 | 2 | 2 | 2 | 1 | 3 | 3 | 1 | 2 | 2 | 3 | 1 | 2 | 2 |

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Table 4-D Cont.

Information on General Education Programs For
Organizations Not Offering Camp Director Education Programs

| Organization | Other Types of Education or Help |
|---|---|
| Special Populations | -Supervision |
| Private Organizations | -Visit Other Programs<br>-Off-Season Meetings<br>-Professional Assistance<br>-College Courses |
| Religious Organizations | -Membership in National Jewish Board's National Organization of Camp Directors<br>-University Courses<br>-Lutheran Church of America Continuing Education Courses<br>-National Outdoor Leadership School<br>-Staff Support<br>-Management Seminars at Local Seminaries |
| National/Community Service Organizations | |
| a) YMCA/YWCA | -Consultation<br>-Local Workshops |
| b) OTHER | -Yearly Staff Retreats |
| Public Organizations | |
| a) State Parks & Rec. | -Workshops Conducted by U.S. Forest Service |
| b) County Parks & Rec. | -NO RESPONSE |
| c) OTHER | -NO RESPONSE |
| Youth Service Organizations | |
| a) Girl Scout Councils | -Supervision From Administrators<br>-General Courses in Human Relations Training<br>-Meet With Other Directors Through the Girl Scouts |
| b) 4-H Clubs | -Administrative Assistance |
| c) Camp Fire | -NO RESPONSE |
| d) OTHER | -NO RESPONSE |

Agencies: Camp Director Education Programs

Table 4-E presents a breakdown of the information provided in the narrative below. The table describes the camp director education programs in detail for 37 agencies. These agencies represent those respondents who provided the specific information requested in this part of the survey.

Thirty percent of the total respondents have their own camp director education programs. Many of the agencies that provide education programs have been providing them for ten or more years (54 percent). Seventeen percent of the respondents have had education programs for one to three years, have been in operation for four to six years, and 12% have had education programs for seven to ten years. The average number of education sessions offered per year by organizations is three. The range of the number of sessions offered is one to forty on an annual schedule.

The majority of the responding agencies include 20 to 25 participants in their camp director education programs. The number of persons involved in education programs range from two to 2000 people, depending on: the type of agency, the amount of agency sponsored programs, and the type of programs.

Most of the responding organizations (62%) conduct their education programs for a 2-6 day period. Seven percent are conducted for one-half day; nine percent for one day; 15 percent for one week; and 7 percent of the education programs are over one week in length.

Respondents were asked to specify when and where the education programs are offered. Thirty-six percent of the agencies chose the spring for their programs. Twenty-five percent were held in the winter and 24 percent in the fall. Only 15 percent of the education programs were offered during the summer.

Fifty-eight percent of the respondents stated that all camp directors attend the education programs. Ten percent specified camp directors new to the organization as program participants. Other participants cited by 32 percent of the respondents included: all staff, assistant camp directors, students, volunteers, supervisors, business managers, health supervisors, teachers, and committee members.

It would appear that briefly describing a program's goals and objectives is a very difficult task since most people claimed not to have the information on hand or did not have time to list specific goals and objectives. Only 14 respondents provided that information. (Please refer to Table 4-E)

In general, those agencies which listed goals and objectives are interested in: improving the skills of camp directors, camp management, program development and staff management training for camp directors.

In the following three questions, respondents were asked specific questions about their education programs. The subjects emphasized in the sessions, materials utilized and the training methods are listed by their percentage of the total response in the following schedules.

SUBJECTS EMPHASIZED IN TRAINING SESSIONS

| | Subjects Emphasized | Percentage |
|---|---|---|
| 1. | Staff development | 10% |
| 2. | Camper development | 9% |
| 3. | Camp organization and planning | 9% |
| 4. | Camping philosophy | 9% |
| 5. | Program development | 9% |
| 6. | Evaluation, accountability and liability | 8% |
| 7. | Business management | 7% |
| 8. | Public Relations | 7% |
| 9. | Facility management and maintenance | 7% |
| 10. | Self-assessment of camp director | 5% |
| 11. | Food service management | 5% |
| 12. | Legislation | 4% |
| 13. | Special populations - children | 4% |
| 14. | Family camping | 3% |
| 15. | Special populations - adults | 2% |
| 16. | Special Populations - senior adults | 2% |
| | | 100% |

It seems as though all of these subjects are emphasized in the camp director education sessions. Staff development, camper development, camp organization and planning, camping philosophy, and program development are the most thoroughly covered areas. Other areas listed as being included in the education programs are:

- ethnic minorities
- values education
- specifics: CPR, aquatics, arts and crafts, etc.
- human sexuality
- child abuse
- transportation coordination
- volunteer management
- camp sanitation and safety

Earlier in this section, it was shown that approximately half of the responding organizations were serving disabled campers in their camping programs. Thirty-eight percent of the responding agencies are providing camping services for disabled campers in camps which are primarily for non-disabled campers. It seems evident, based on the above schedule that there is a lack of organized programs being offered to train camp directors in providing camping services for disabled campers. Some respondents did mention, however, that there is indeed a growing awareness and interest in providing camping services for disabled campers. Those agencies are planning on placing a greater emphasis on special populations in their camp director education programs.

**Percentages of Materials Used in Education Programs**

| Materials | Percentage |
|---|---|
| 1. Staff manual | 28% |
| 2. Films or slide sets | 24% |
| 3. Readings | 21% |
| 4. Programmed study guides | 10% |
| 5. Tapes or records | 9% |
| 6. Other | 8% |
| | 100% |

Respondents were asked to note the methods they use to conduct their education sessions. The following schedule shows the percentage of methods used by the organizations.

Percentages of Methods Used in Education Programs

| | Methods | Percentage |
|---|---|---|
| 1. | Group discussions | 15% |
| 2. | Lecture | 14% |
| 3. | Guest speakers | 13% |
| 4. | Panel discussions | 11% |
| 5. | Slide/film presentations | 10% |
| 6. | Role/play simulation | 10% |
| 7. | Training manual | 9% |
| 8. | Readings | 7% |
| 9. | Case studies | 5% |
| 10. | Home study | 3% |
| 11. | Competency-based instruction | 2% |
| 12. | Other | 1% |
| | | 100% |

According to the responses received, competency-based instruction is not a preferred method for camp director education programs. Many respondents indicated that they were not familiar with CBI but were interested, and required further information, in order to answer the above question.

Agencies were asked whether or not they specified competencies to be acquired by camp directors for completion of the education program. Only five of the responding agencies specify competencies. The competencies were described as variable, depending on the needs of the program and the individual. One respondent stated that a very informal type of competency instruction was used for camp directors in education programs.

Of the agencies which specify competencies for camp directors, four evaluate the competencies gained by each individual participant. In one program, the staff and campers evaluated the directors strengths and weaknesses at the end of the summer session. Another program evaluates camp directors at the end of each camping season through administrative channels.

Eighty-three percent of the organizations which offer education programs feel that ACA certification is sufficient and therefore, the programs which they offer do not satisfy requirements for licensing, certification or registration for camp directors. The American Camping Association and the Boy Scouts of America are the only organizations which offer nationally recognized camp director certification programs.

Table 4-1 Cont.

Specific Information on Agency Camp Director Education Programs

*See Key Page 131

| Agency | Years Operation | No. Ses.'s /Yr. | Length of Ses.'s | Time of Year | Location | Number and Audience | Coordinator | Goals & Obj.'s | Subjects* Emphasized | Mat.'s* Used | Methods* Used | Competencies | Competency Eval. | Req.* Cert. Licen |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **National Community Service Organizations Cont.** | | | | | | | | | | | | | | |
| 8) Warren Ctr. Northeastern University | 10 Plus | No Response | No Response | Fall Winter Spring | Northeastern University Boston, MA | No Response | No Response | No Response | B,C,D,E,J | 1,2,4 | No Response | No | No | Yes |
| **Public Organizations** | | | | | | | | | | | | | | |
| 1) MD-National/ Capital Park & Planning | 10 Plus | 2 | 2-6 days | Summer | Varies Within the County | All Camp Directors 700 | Full-Time Staff Members and Resource Personnel | Provide Wholesome Summer Programs | A,B,C,E,F H,J,K,L | 1,2,3,4, 5 | a,b,c,d, e,f,g,h, i | No | No | No |
| 2) Idaho Dept. of Parks & Rec. | 1-3 | 1 | 1 week | Spring | Boise or Harriman State Park, Idaho | All Camp Directors 9 | William Ookka Statehouse Boise, Idaho | -Familiarization with YCC and YACC programs & dept.'s<br>-Federal Regulations | A,C,E,F,J K,L | 1 | a,d,f,g | No | No | No |
| 3) MA Dept. of Environmental Management | 4-6 | 1 | 2-6 days | Spring | 100 Cenvidge Street Boston, MA | All Camp Directors Supervisors 20 | Gerald Roosa Supervisor Manpower Programs | -Safety<br>-Administration<br>-Program | A,B,C,D,E F,J,K,L | 1,2,3 | a,b,d,e, g | No | No | No |
| **Youth Service Organizations** | | | | | | | | | | | | | | |
| 1) BSA National Council | 10 Plus | 40 | 2-6 days<br>1 week | Spring Summer | No Response | No Response 2000 | No Response | No Response | A,B,C,D,E, F,G,H,I,J, K,L,M,P | 1,2,3,4, 6 | a,b,c,d, e,f,g,h, i,j,l | Yes | Yes | Yes |
| 2) Golden Valley GS Council, Inc. | 1-3 | 1 | 2-6 days | Spring | SFBGSC Camp Bothin Fairfax, CA | All Camp Directors 23 | Elizabeth Hartwell<br>Chris Roderick<br>670 McCormic ST<br>San Leandro, CA 94577 | No Response | A,B,C,D,E, G,I,J,L | 1,2,4,6 Consultants | b,c,d,f, g,i | No | No | No |
| 3) Pioneer GS Council, Inc. | 10 Plus | 1 | 1 week | Spring | Varies | New Camp Directors | GSUSA Training Dept. | No Response | A,B,C,D,E, F,G,H,I,J, K | 1,2,4 | a,c,d,e, g,h,i,k | No | No | No |

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Table 4-E Cont.

Specific Information on Agency Camp Director Education Programs

*See Key Page 131

| Agency | Years Operation | Number of Sessions/ Year | Length of Sessions | Time of Year | Location | Number and Audience | Coordinators | Goals & Obj.'s | Subjects Emphasized* | Mat.'s Used* | Methods Used* | Competencies | Com ten Eva |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4) Camp Mohaven Ohio Conference of 7th Day Adventists | 10 Plus | 4 | 2-6 days | Fall<br>Winter<br>Spring | No Response | All Camp Directors 50 | Leo Panzolin<br>6840 Eastern AVE, N.W.<br>Washington, DC | -Share ideas of administration<br>-Program details unique to SDA Camps | A,B,C,D,E,F,H,I,J,K,L,M | 1 & 4 | a,d,e,f,g,h | No | No |
| National Community Service Organizations | | | | | | | | | | | | | |
| 1) Montana YMCA Camp - Child, Helena YMCA | No Response | 1 | 2-6 days | Fall | San Jose,CA | All Camp Directors 35 | Chuck Kujawa<br>Nat'l. YMCA | No Response | A,B,C,D,E,F,G,K,L | 2 | b,d,e,f | No | No |
| 2) YMCA of Greater Providence | 4-6 | 1 | 2-6 days | Winter | Alton Jones Environmental Ctr. U.R.I. | All Camp Directors 15 | Camping Committee | Varies Annually | A,B,F,L | 1,4,6 informal | c,d,e,f,g | No | No |
| 3) YMCA Camp of Maine | 10 Plus | 1 | 2-6 days | Spring | Camp in Wenthron,ME | All Camp Directors Staff 20 | Maine State YMCA-Executive | No Response | A,B,F,J,L | 1,2,4 | b,c,d,e,g,h | No | No |
| 4) Danville,YMCA | No Response | 1 | 2-6 days | Fall | Blue Ridge Assembly NC | All Camp Directors 10 | Owen Manchester<br>YMCA<br>Danville, VA | No Response | A,B,C,D,E,F,H,I,J | No Response | No Response | No Response | No R spon |
| 5) YMCA, N.D. | 10 Plus | 1 | 2-6 days | Winter | Madison,WI | All Camp Directors 50 | Harley VanAkkeren<br>Mid-America Region YMCA | No Response | A,B,C,D,G,J,K,L | 1,2,4 | e,f,g | No | No |
| 6) Treasure Island Youth Conservation Camp | 1-3 | 1 | 2-6 days | Spring | Varies from year to yr. | All Camp Directors 200 | -Federal Gov't. Training<br>Western Reg. Youth Program Ofc. | No Response | A,B,C,E,F,H,J,K,L | 1,2,4,5 | a,c,d,e,f,h,h,i | Yes | Yes |
| 7) MN Dept. of Natural Resources | 4-6 | 1 | 2-6 days | Spring | Twin Cities Metro Area Varies Annually | All Camp Directors 15 | Mary Anne Kelly<br>Box 4 Centennial Bldg., St. Paul, MN 55155 | Camper/staff recruitmt.; environmental awareness; youth counseling; safety programs | A,B,C,D,E,F,G,H,I,J,K,L | 1,2,4,6 Program Brochures | a,d,e,f,g,h,k | No | No |

Table 4-8 Cont.

Specific Information on Agency Camp Director Education Programs

*See Key Page 121

| Agency | Years Operation | Number of Sessions/ Year | Length of Sessions | Time of Year | Location | Number and Audience | Coordinator | Goals & Obj.'s | Subjects* Emphasized | Mat.'s* Used | Methods* Used | Competencies | Competency Eval. | Req.'s For Cert. And Licensing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6) Easter Seal Society of Michigan | No Response | No Response | No Response | No Response | No Response | No Response | No Response | No Response | A,B,C,D, E,F,G,I, J,L | 1,2,3, 4,5 | b,c,d, e,f,g. h | No | No | No |
| 7) Camp KYSOC-Kentucky Easter Seal | 10 Plus | 1 | 2-6 days | Winter | Easter Seal Camps | All Camp Directors: 30 | Professionals in Area of Interest | -Bring Easter Seal Staff Together<br>-Share Ideas | A,B,C,D, E,F,G,H, I,J,K,L, M,N,O,P | 2,3,4, 5 | b,c,d, e,f,g, h,i | No | No | No |
| Private Organizations | | | | | | | | | | | | | | |
| 1) Gator Tennis Camp | 10 Plus | 3 | 1 Week Plus | Summer | Univ. of FL Rm. 210 FL Gymnasium | Students Camp Directors 120 | M.B. Chafin, Dir. Gator Tennis Camp | No Response | A,B,F,J, K,L | 1,2,4, 5 | b,d,f,g h,l | No | No | Yes |
| 2) Keewaydin Camps | 10 Plus | 8-12 | 1/2 day<br>1 day<br>2-6 days | Fall<br>Winter<br>Spring | Camps in Boston, Hartford CT, NJ, VT, MA | All Camp Directors: 2 | Camping Volunteer | Too Diverse to Specify | A,B,C,D, E,F,G,H, I,J,K,L, M,P | No Response | No Response | No | No | No |
| Religious Organizations | | | | | | | | | | | | | | |
| 1) Makemic Woods Camp-Conf.-Retreat | [illegible] | 1 | 2-6 days | Fall | Presbyterian School of Christian Ed. | All Camp Directors: Volunteers, Camp Bd. Members 25 | Rotates among camp directors active in organization | -Improve skills,<br>-Understand Camp philosophy<br>-Camp mgmt.<br>-Program development | A,C,D,F, H,I,L | 1,2,6 Experience Learning | b,c,d,g h | No | No | No |
| 2) Gilment Program Ctr. | 4-6 | 1 | 1 day | Winter | Program Ctr. Rt. 6 Box 97 Gilment, TN | All Camp Directors Committee Members 12 | Neil Lagsley Gilment Program Ctr. | No Response | A,B,C,F,J,L | 1,4 | a,c,f,g, h,i,k | No | No | Yes |
| 3) Lutheran Outdoor Ministries Ctr. | 7-10 | 1 | 2-6 days | Fall | Different Place Each Year | All Camp Directors Committee Members 40 | Rev. Paul Howells Lutheran Church Of America 2450 Queen Lane Phila, PA | Varies Annually | A,B,F,H,J L,N,O,P | 6 Presentations | d,e,f,g | No | No | No |

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Table 4·

Specific Information on Agency Camp Director Education Programs

*See Key Page 131

| Agency | Years Operation | Number of Sessions/ Year | Length of Sessions | Time of Year | Location | Number and Audience | Coordinator | Goals and Objectives | Subjects Emphasized* | Materials Utilized* | Methods Utilized* | Competencies | Competency Eval. | Re Ce Li |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Special Populations** | | | | | | | | | | | | | | |
| 1) Mid-Continent Council of Girl Scouts | 10 Plus | 1 | 2-6 days | Summer | Mid-continent Girl Scout Office | All Staff 60 | Mid-Continent Council of Girl Scout & Community Agencies Working With the Handicapped | No Response | A,B,D,E, F,J,K,L, M | 1,2,4 | a,c,d, e,f,g, h,i | No | No | |
| 2) Fairfax Co. Dept. of Recreation | 10 Plus | 2 | 2-6 days | Fall Spring | Kilmer Int. School Vienna, VA | All Camp Directors 82 | Vivian McGuire Dept. of Rec Fairfax, VA 22030 | Average Camper Development Health and Safety | B,E,F,J,L M,N,O | 1,2,5 | a,b,c, d,e,g | No | No | |
| 3) Arlington Rec. Special Populations Div. | 1-3 | 1 | 1/2 day | Summer | Special Populations Office, Arlington Rec. Dept. Arlington VA | All Camp Directors 6 | Beth Zeidman Programs For Special Pop. Arlington Rec. Dept. | Give nec. info. abt. campers. Discuss facility, equipment budget, evaluations, philosophy, and managemt. | A,B,C,D,E F,J,L | 1 | a,d,g | No | No | N |
| 4) VA Beach Dept. of Parks and Recreation | 4-6 | 1 | 2-6 days | Summer | VA Beach Rec. Ctr. at Kempsville | All Camp Directors 55<br>All Program Staff | Nancy White VA Beach Rec. Ctr. Kempsville, VA | -Philosophy have staff determine goals of camps<br>-acquaint staff with campers | A,B,F,J,K L | 1,4,6 | a,d,e,g,h i,l | No | No | N |
| 5) Milwaukee County, Dept. of Parks, Rec. and Culture | 1-3 | 1 | 1 week | Summer | Hanson Park TR Ctr. Wauwatosa, WI | All Camp Directors 150 | Steve Thompson Dir. H/C Programs Hanson Park TR Ctr. | No Response | A,B,C,E,F J,K,L,M,N | 1,2,3,4, 5 | a,c,d,e,f g,h | No | No | N |

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Table 4-E Cont.

Specific Information on Agency Camp Director Education Programs

*See Key Page 131

| Agency | Years Operation | Number of Sessions/ Year | Length of Ses.'s | Time of Year | Location | Number and Audience | Coordinator | Goals & Obj.'s | Subjects* Emphasized | Mat.'s* Used | Methods* Used | Compe- tencies | Compe- tency Eval. | Rec Cer Lic |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Youth Service Organizations Continued** | | | | | | | | | | | | | | |
| 4) Swift Water GS Council, Inc. | 10 Plus | 1 | 2-6 days | Spring | One of our 6 Camps | All Camp Directors 20 | Ruth Roulx Director of Camping | -Provide a high quality camping experience by keeping directors informed and up to date on skills, trends and human relations | A,B,D,E,F, G,H,J,K,L | 1,2,3,4 5 | b,c,e,g, h | No | No | |
| 5) Merrimack GS Council | 1-3 | 5 | 1/2 day | Winter Spring | Council Office | All Camp Directors 7 | Donna Nye, Camp Director | No Response | A,B,E,F,G, J,K,L | 6 informal | d,g | No | No | |
| 6) Talus Rock GS Council, Inc. | 10 Plus | 3 | 2-6 days | No Response | Throughout Country | New Camp Directors 100 | National Staff | No Response | A,B,C,D,E, F,G,H,I,J, K,L | No Response | c,d,e,f, g | Yes | No | |
| 7) Spanish Trails GS Council | 4-6 | 1 | 1 day | Spring | Council Office | New Camp Directors Business Managers & Health Supervisors 20 | Day Camp Coordinators | No Response | A,B,D,E,F, H,I,J,K,L | 1 | a,c,d,e, f,g,h | No | No | |
| 8) Lone Star GS Council | 10 Plus | 1 | 1 week | Winter | Varies | All Camp Directors | GSUSA Consultants | No Response | A,B,C,D,E, F,G,H,I,J, K,L,M,P | 1,2,4,5 | a,b,c,d, e,f,g,i, j,k | No | No | |
| 9) Carolina Low Country GS Camp | 10 Plus | Varies | 3-6 days 1 week | Fall Winter | [illegible]ies | New Camp Directors 22 | GSUSA Nat'l. Staff | [illegible] | A,B,D,E,F, H,I,J,L,M | 1,2,4,5 | a,b,c,d, g,h,k | No | No | |
| 10) Seven Lakes GS Council | No Response | No Response | | No Response | No Response | No Response | No Response | No Response | A,B,C,D,E, F,G,H,I,J, K,L,M,P | 1,2,4,5 | a,b,d,e, f,g,h,k | No | No | |

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Table 4-E Cont.

Specific Information on Agency Camp Director Education Programs

*See Key Page 131

| Agency | Years Operation | Number of Sessions/ Year | Length of Ses.'s | Time of Year | Location | Number and Audience | Coordinator | Goals & Obj.'s | Subjects Emphasized* | Mat.'s Used* | Methods Used* | Compe-tencies | Compe-tency Eval. | Req.'s Cert. Licens |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12) Portland Area Council of Camp Fire | 10 Plus | 3 | 2-6 days<br>1 week Plus | Winter<br>Spring | Varies | All Camp Directors<br>Volunteers<br>Number Varies | Connie Coutellieu<br>Camp Fire, Inc.<br>4601 Madison AVE<br>Kansas City, MO<br>64112 | No Response | A,B,C,D,E, F,G,I,J,K, L,P | 1,2,3,4 5 | a,c,d,e, f,g,h,i | No | No | No |
| 13) Denver Area Council of Camp Fire | 10 Plus | 1 | 1 week | Spring | Varies | New Camp Directors<br>Number Varies | Connie Coutellieu<br>Camp Fire, Inc.<br>4601 Madison AVE<br>Kansas City, MO<br>64112 | No Response | A,B,C,D,E, F,G,H,I,J, K,L,M,P | 1,4 | a,b,c,d, e,f,g,h, k | No | No | Yes |
| 14) Ontario Camping Assn. | 10 Plus | 3 | 1 day<br>2-6 days | Fall<br>Winter<br>Spring | Varies | All Camp Directors<br>30 | Evaluation Committee of Ontario Camping Administration | Provide learning opportunities for camping people | A,B,C,D,E, F,G,H,I,J, K,L,M,N,O, P | 1,3,4 | c,d,e,g, h | No | No | No |

## *KEY FOR TABLE 4-E

### Subjects Emphasized

Camping Philosophy - A

Staff Development - B

Facility Management and Maintenance - C

Business Management and Maintenance - D

Evaluation, Accountability - E

Camper Development - F

Legislation - G

Self-Assessment of Camp Director - H

Food Service Management I

Camp Organization and Planning - J

Public Relations - K

Program Development - L

Special Audiences, Children - M

Adults - N

Senior Adults - O

Family Camping - P

### Materials Utilized

Staff Manual - 1

Readings - 2

Tapes or Records - 3

Films or Slide Sets - 4

Programmed Study Guides - 5

Other - 6

### Methods Utilized

Training Manual - a

Readings - b

Role play/simulation - c

Lecture - d

Guest Speaker - e

Panel Discussion - f

Group Discussions - g

Slide/film presentation - h

Case Studies - i

Competency-based instruction -j

Home Study - k

Other - l

## Responding Agencies Discussed in TABLE 4-E

### Special Populations

1. Mid-Continent Council of Girl Scouts
   8383 Blue Parkway
   Kansas City, MO 64133

2. Fairfax County Dept. of Rec.
   3949 Chain Bridge Road
   Fairfax, VA 22030

3. Arlington Dept. of Rec.
   Special Populations Division
   300 N. Park Dr.
   Arlington, VA 22203

4. Virginia Beach Dept. of Parks and Rec.
   4700 Recreational Drive
   Virginia Beach, VA 23456

5. Milwaukee County Dept. of Parks and Rec.
   10602 Underwood Parkway
   Wauwatosa, WI 53226

6. Easter Seal Society, Inc. of Michigan
   629 S. Waverly Road
   Lansing, MI 48917

7. Camp KYSOC - Kentucky Easter Seal Society
   P.O. Box 1170
   Louisville, KY 40201

### Private Organizations

1. Gator Tennis Camp
   P.O. Box 14485
   Gainsville, FL 32604

2. Keewaydin Camps
   Box 521
   Middlebury, VT 05753

### Religious Organizations

1. Makemic Woods Camp
   Conference Retreat Center
   P.O. Box 39
   Barhamsville, VA 23011

Agencies, cont'd

2. Gilment Program Center
Rt. 6, Box 97
Gilmer, TN 75644

3. Lutheran Outdoor Ministries Center
Box 239
Oregon, IL 61061

4. Camp Mohaven, Ohio Conference of Seventh Day Adventists
Box 831
Mt. Vernon, OH 43050

National Or Community Service Organizations

1. Montana YMCA Camp Child, Helena YMCA
1200 No Last Chance Gulch
Helena, MT

2. YMCA Camp Fuller (Camps of Greater Providence YMCA)
Box 111
Pearce Dale, RI 02883

3. YMCA Camp of Maine
Box 92
Gardner, ME 04345

4. Danville YMCA
810 Main Street
Danville, VA 24541

5. YMCA
1st Street and 1st Avenue, SE
Minot, ND 58701

6. Treasure Island Youth Conservation Camp
Special Services Division, Bldg. 265
San Francisco, CA 94130

7. MN Dept. of Natural Resources
Box 4 Centunnial Bldg.
St. Paul, MN 55155

8. Warren Center - Northeastern University
529 Chestnut Street
Ashland, MA 01721

Agencies, cont'd

Public Organizations

1. MD National Capital Park and Planning Commission
   6600 Kenilworth Avenue
   Riverdale, MD 20840

2. Dept. of Parks and Rec.
   Statehouse Mail
   Boise, ID 83720

3. Mass. Dept. of Environmental Management
   100 Cambridge Street, 19th Floor
   Boston, MA 02202

Youth Service Organizations

1. Boy Scouts of America National Council
   P.O. Box 61030
   D/FW Airport, TX 75261

2. Golden Valley Girl Scout Council
   5665 E. Westover Suite 101
   Fresno, CA 93727

3. Pioneer Girl Scout Council, Inc.
   324 N. Highland Street
   Gastonia, NC 28052

4. Swift Water Girl Scout Council Inc.
   325 Merrill Street
   Manchester, NH 03103

5. Merrimack Girl Scout Council
   89 N. Main Street
   Andover, MA

6. Talus Rock Girl Scout Council
   111 Walnut Street
   Johnstown, PA 15901

7. Spanish Trails Girl Scout Council
   1550 N. Garey
   Pamona, CA 91767

8. Lone Star Girl Scout Council
   P.O. Box 9557
   Austin, TX 78766

9. Carolina Low Country Girl Scout Camp "Lo-Lo"
   2400 Air Park Rd.
   Charleston Hts., SC 29405

Agencies, cont'd

10. Seven Lakes Girl Scout Council
RD #2 Old State Road
Phelps, NY 14532

11. Portland Area Council of Camp Fire
718 W. Burnside
Portland, OR 97209

12. Denver Area Council of Camp Fire
2901 W. 19th Ave.
Denver, CO 80204

13. Ontario Camping Association
1806 Avenue Road, Suite 2
Toronto, Ontario M5M321

## Non-National Organizations and Denominations:

Based on the information received in this survey, most non-national agencies, organizations and denominations involved with camping are interested in camp director education programs for their staff, but few actually provide this service.

Sixty-one of two hundred responding agencies claimed to have camp director education programs. This represents 30% of the total number of agencies which responded to the survey. Of those sixty-one organizations, only thirty-seven were able to describe their programs in detail. Thirty-five percent of those agencies which were able to describe their camp director education programs were Youth Service Organizations. Nineteen percent of the organizations were Special Populations Organizations, and twenty percent represented National or Community Service Organizations. The majority of the National or Community Service Organizations were YMCA agencies. Twelve percent of those organizations which were able to describe their camp director education programs were Religious Organizations. Public Organizations represented ten percent of this group and Private Organizations claimed only four percent of the forty-one agencies whose camp director education programs are described in TABLE 4-E.

Most of the other responding agencies supported other camp programs through funding, and time-off for their staff to participate in the training and education sessions. ACA programs seemed to represent a majority of the education sessions endorsed by other agencies and organizations.

The majority of the agencies represented in this section are currently serving disabled campers, primarily through mainstreaming programs.

However, the subject of special populations does not appear to be of equal importance in most camp director education programs.

It was indicated in this report that fifty percent of the responding organizations were serving disabled campers in their camping programs. Thirty-eight percent of the responding agencies are serving disabled campers through mainstreaming programs or; they are serving disabled campers within camp settings primarily for non-disabled campers.

When asked to list subjects whith are covered as part of camp director education programs in order of importance, Special Populations appeared at the bottom of that list. Special Populations - Children received only four percent of the responses; Special Populations - Adults received two percent; Special Populations - Senior Adults was only emphasized in camp director education programs two percent of the time. It is evident, based on this information, that few organized programs are being offered to train camp directors in the provision of camping services for disabled campers.

It appears as though camp directors are realizing that a small percentage (an average of six percent) of their camp population is comprised of disabled campers. With this realization comes the need and the quest for more information on how to provide the best camping experience for disabled campers. It seems as though Camp Director Education Programs would be a good starting point for the dissemination of that information.

# APPENDIX A

## Survey of Camp Director Education Programs

american camping association

Dear Colleague:

On June 1, 1979, the American Camping Association was awarded a three-year federal training grant from the Bureau of Education for the Handicapped. The project, STRETCH, is directed toward improving training for camp directors serving the handicapped through mainstreaming programs.

One of the major objectives of Project STRETCH for 1979, is to assess the status of camp director training currently available in the U.S. We would greatly appreciate your assistance in this task by completing the enclosed survey form. Your cooperation will be instrumental in helping us to improve the comprehensiveness of education programs for camp directors.

During Fall, 1979 through Spring, 1980, the coordinator for Project STRETCH will attend all American Camping Association sponsored camp director training institutes to collect information on curriculum and delivery methods used. As part of Project STRETCH, Summer, 1980 through Spring 1981, we would like to send a representative from Project STRETCH to observe camp director education programs offered by other organizations.

We would appreciate knowing if your organization offers a camp director training program and, if it does, when the next one is scheduled and whether your organization will be willing to have a representative from Project STRETCH attend to observe your curriculum. If you have a training program and would allow a STRETCH representative to attend your next session, would you please make a note of this on Part II of your survey.

Recognizing that completing the survey will take time and effort on your part, we will send you a complimentary copy of the survey results if you indicate in Question number 15 that you would like this information.

Please return your completed survey to:

Hawkins & Associates
804 D Street, N.E.
Washington, D.C. 20002

Thank you for your time and cooperation in completing this survey. Your participation will be valuable in improving camping services.

Sincerely,

Sue Stein

Sue Stein
Project Director

Bradford Woods, Martinsville, IN 46151 (317) 342-8456

NATIONAL STAFF
Armand B. Ball, Executive Vice President
Michael C. Kramer, Director of Business Operations
Glenn T. Job, Director of Communications
Kay Kester-Oliver, Director of Member Services
Coordinator, Director Education/Project STRETCH

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## AMERICAN CAMPING ASSOCIATION NATIONAL SURVEY

Project STRETCH Camp Director Program
Bradford Woods
Martinsville, Indiana 46151

Agency Name ______________________________

Agency Address ______________________________

Person Completing Survey ______________________________

Position ______________________________

Phone ______________________________

I. Background Information

1. Type of Organization (check all that apply)

( ) Public
( ) Private
( ) College or University
( ) Youth Service Organization
( ) National or Community Service Organization
( ) Religious Affiliation
( ) Other (Specify: ______________________________)

2. Type and number of camps operated by organization (check all that apply)

( ) Residential camp (number _____)
   ( ) seasonal (number _____)
   ( ) year round (number _____)
( ) Day camp (number _____)
   ( ) seasonal (number _____)
   ( ) year round (number _____)
( ) Travel camp (number ______
( ) Other (specify ______________________________) (number _____)

3. Ages of campers served by camps (check all that apply)

( ) Pre-school children (0-5 years)
( ) Children (6-11 years)
( ) Teens (11-16 years)
( ) Young adults (17-24 years)
( ) Adults (25-60 years)
( ) Senior adults (61 plus years)

4. Do any of your camps serve disabled campers?

( ) yes     ( ) no

If answer is "no", skip to question #7

5. Is the camp population ...

( ) Exclusively non-disabled campers
( ) Primarily non-disabled campers with disabled campers mainstreamed into the camp program

( ) Primarily disabled campers

( ) Other (specify: ______________________________)

6.a. Of all the campers you serve, what is the total percentage of disabled campers?

______________%

b. What percentage of the campers served have the following disabilities?

______% Mental Retardation

______% Emotional Disturbance

______% Hearing Impairment

______% Vision Impairment

______% Speech Impairment

______% Orthopedic Impairment

______% Multiple Impairment

______% Other (specify: ______________________________)

7. Total number of campers served annually ____________________.

8.a. Total number of counselors employed annually

______ part-time ______ full-time

b. Total number of non-counseling staff employed annually

______ part-time ______ full-time

9. Total number of camp directors and assistant directors employed annually

_______ seasonal ______ year-round

10.a. Does your organization offer a camp director certification program?

( ) yes ( ) no

b. Please describe and/or attach a copy

11. Does your organization provide a camp director job performance assessment tool?

( ) yes ( ) no

Please describe and/or attach a copy

## II. Camp Director Education Programs

1. Does your organization conduct its own education programs for camp directors?

( ) yes ( ) no

Please describe:

2. Does your organization provide any materials for camp director education and orientation?

( ) yes ( ) no

Please describe and/or attach copies:

3. Does your organization have an intern or apprentice program for camp directors?

( ) yes ( ) no

Please describe:

4. Does your organization endorse any other camp director education programs? (A.C.A., etc.)

( ) yes ( ) no

Please describe:

5. Does your organization provide funds for camp directors to attend other camp director education programs?

( ) yes ( ) no

Please comment:

6. Does your organization allow camp directors time-off to attend other camp director education programs?

( ) yes ( ) no

Please comment:

7. Does your organization provide any other type of education or help for camp directors?

( ) yes ( ) no

Please describe:

**********************************************************************************

If your organization has its own camp director education program, please complete the following additional questions.

If your organization does not have a camp director education program, this is the end of the questionnaire. Thank you for your participation in completing this form.

**********************************************************************************

III. Camp Director Education Programs

1. How many years has your education program been in operation?

( ) 1-3 years ( ) 4-6 years

( ) 7-10 years ( ) 10 plus years

Comments:

2. How many sessions are offered annually? Please specify the number __________.

Comments:

3. How many persons participate in the education programs annually? Please specify the number _______.

Comments:

4. How long does each education session last?

( ) ½ day ( ) 1 week

( ) 1 day ( ) 1 week plus

( ) 2-6 days

Comments:

5. When are the sessions offered? Please specify the number of sessions per season.

______ Fall ______ Spring

______ Winter ______ Summer

Comments:

6. Where do the education programs take place? Please list specific locations.

________________________________________________________________

________________________________________________________________

Comments:

7. Who attends the education programs?

( ) All camp directors ( ) Camp directors new to the organization

( ) Other, (specify ________________________________)

Comments:

8. Who is responsible for conducting the education programs? (Please specify names, position titles, and addresses, if known.)

________________________________________________________________

______________________________________ ____________________

________________________________________________________________

Comments:

9. Please list the specific goals and objectives of the education programs, (attach copies, if available).

10. What subjects are emphasized in the education sessions? (check all that apply)

( ) Camping philosophy
( ) Staff development
( ) Facility management and maintenance
( ) Business management and maintenance
( ) Evaluation, accountability and liability
( ) Camper development
( ) Legislation
( ) Self-assessment of camp director
( ) Food service management
( ) Camp organization and planning
( ) Public relations
( ) Program development
( ) Special audiences
    ( ) Special populations-children
    ( ) Special populations-adults
    ( ) Special populations-senior adults
    ( ) Family camping
( ) Other (specify ________________________________)

Comments:

11. What materials are utilized in your education programs? (check all that apply)

( ) Staff manual
( ) Readings
( ) Tapes or records
( ) Films or slide sets
( ) Programmed study guides
( ) Other (specify ________________________)

Comments:

Please list the titles and locations (or attach copies, if available) of any material you use that you would recommend for use by other education programs for camp directors

12. What methods are used to conduct your education sessions? (check all that apply)

( ) Training manual
( ) Readings
( ) Role play/simulation
( ) Lecture
( ) Guest speakers
( ) Panel discussions
( ) Group discussions
( ) Slide/film presentations
( ) Case studies
( ) Competency-based instruction
( ) Home study
( ) Other (specify ________________________)

Comments:

13.a. Does your organization specify competencies to be acquired by camp directors by completion of the education program? ( ) yes ( ) no

Please list or attach copy, if available.

Comments:

b. Does your organization evaluate the competencies gained by each individual participant at the end of the sessions? ( ) yes ( ) no

If your answer is yes, please explain how and/or attach evaluation forms, if available.

Comments:

14. Does the education program satisfy requirements for any licensing, certification or registration program? ( ) yes ( ) no

Please describe:

Comments:

Thank you for your participation in completing this survey!

# APPENDIX B

## Letter to National Camp Executives Group and Council of Religiously Affiliated Camps

Hawkins & Associates, Inc.
804 D STREET, N.E.
SUITE 100
WASHINGTON, D.C. 20002
TELEPHONE: (202) 547-6696

July 28, 1980

Dear

The American Camping Association is currently conducting a follow-up to a survey disseminated early this year. The questionnaire, "Survey of Camp Director Education Programs" was developed in conjunction with activities undertaken by Project STRETCH, a federally funded training project directed toward improving training for camp directors nationwide.

The objective of the survey was to assess the status of camp director training currently available in the U.S. (and Canada). However, response to the survey effort was insufficient to fully determine which agencies are providing camp director educational programs, and to describe the intended audience and information contained in the training effort. Therefore, the American Camping Association and Project STRETCH have asked Hawkins & Associates, Inc. (subcontractors involved in the survey effort) to contact members of the National Camp Executives Group and the Council of Religiously Affiliated Camps to determine what types of camp director educational opportunities are being offered on a national basis. This information will be used to validate information provided by local branches of many of the agencies represented in these organizations. In addition, we are asking that you provide information on the content goals and objectives, teaching methods, and educational resources of your training program. We would also like a listing of specific titles of training materials. This information will be used by ACA to ascertain what types of training camp directors are receiving nationwide and to determine if some content areas or competencies are covered more fully than others.

Therefore, we are asking that you, as a representative of a national camping organization or national denomination, complete the enclosed survey form and return it to Hawkins & Associates in the postage-paid envelope provided by August 11, 1980. Please feel free to include any written materials that you may have describing any training program or opportunity your organization offers or listing materials used, goals and objectives, etc. You may have already received and returned a copy of the survey, however, since such a long span of time has elapsed, we are asking that you please complete this survey form and return it. Follow-up telephone calls will be made the week of August 11, 1980 to elicit information from agencies not responding.

A complete report on the status of camp director training in the U.S. will be available by November 30. You may, if you like, request a copy of this complete report by checking the box at the end of the questionnaire. We hope that the results of the survey will be as useful to your agency as to the American Camping Association.

Thank you for your time and cooperation in this effort; your input is vitally important and is greatly appreciated.

Sincerely,

Denise K. Robinson

Denise Robinson
Research Associate

Enclosures

DKR/ema

# ADDENDUM A

## Follow-up of Specific Camp Director Education Programs

# AMERICAN CAMPING ASSOCIATION

Project STRETCH Camp Director Program
Bradford Woods
Martinsville, Indiana 46151

Agency Name ________________________________

Agency Address ________________________________

Person Completing Questionnaire ____________________

Position ________________________________

Phone ________________________________

## Camp Director Education Programs

1. Does your organization conduct its own education programs for camp directors?

   ( ) yes ( ) no

2. When will your next camp director education program be conducted? Please specify the date/s. ____________________

3. Where will your next camp director education program be conducted? Please list specific location.

   ________________________________

   ________________________________

4.a. Who will be responsible for cunducting the education program? (Please specify the name/names, position titles, and addresses)

   ________________________________

   ________________________________

4.b. May we contact this person/persons in the future regarding further information about your education programs?

   ( ) yes ( ) no

5. Please specify the approximate number of participants who will be attending the education program. ____________________

6. Who will be attending the education program?
   - ( ) All camp directors
   - ( ) Camp directors new to the organization
   - ( ) Other, (Specify ____________________)

american camping association

Dear Colleague:

On June 1, 1979, the American Camping Association was awarded a three-year federal training grant from the Bureau of Education for the Handicapped. The project, STRETCH, is directed toward improving training for camp directors serving the handicapped through mainstreaming programs.

One of the major objectives of Project STRETCH for 1979-1980, is to assess the current status of camp director training currently available in the U.S. If you have already completed a survey, we greatly appreciate your time and effort on behalf of this project.

During Fall, 1979 through Spring, 1980, the coordinator for Project STRETCH will attend all American Camping Association sponsored camp director training institutes to collect information on curriculum and delivery methods used. As part of Project STRETCH, Summer, 1980 through Spring 1981, we would like to send a representative from Project STRETCH to observe camp director education programs being offered by other organizations.

We would appreciate your assistance in this task by answering the enclosed questions. Thank you for your time and cooperation, your participation will be valuable in improving camping services.

Please return your completed questionnaires to:

Hawkins & Associates
804 D Street, N.E.
Washington, D.C. 20002

Sincerely,

Sue Stein
Sue Stein
Project Director

Bradford Woods, Martinsville, IN 46151 (317) 342-8456

NATIONAL STAFF
Armand B. Ball, Executive Vice President
Michael C. Kramer, Director of Business Operations
Glenn T. Job, Director of Communications
Kay Kester-Oliver, Director of Member Services

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7. Please list the specific goals and objectives of the education programs, (attach copies, if available).

8. Please describe the program agenda, if known, (attach copies, if available).

9. Would your organization be willing to have a representative from Project STRETCH attend your next education program to observe your curriculum?

( ) yes ( ) no

Thank you for your participation in completing this questionnaire!

## Results of Questionnaire: Camp Director Education Programs

The results of the Survey of Camp Director Education Programs as discussed in this report indicated a need for more detailed information from those organizations conducting their own education program for camp directors.

Sixty-one agencies indicated in this report that they provide camp director education programs. Further information was requested through a questionnaire (included in this Addendum) on Camp Director Education Programs. The questionnaire requested information about: where and when the next camp director education program was to be conducted; who would be responsible for conducting the program; who would be attending the program; what the goals and objectives would be; the program agenda; and whether or not a representative from Project STRETCH would be able to attend the education program.

Fifteen organizations (25%) responded to this questionnaire. The following tables describe the response to this questionnaire. Some of the respondents who indicated in this report (Survey of Camp Director Education Programs) that they did provide camp director education programs, indicated in this questionnaire that they did not provide such programs.

## Table of Responses to Camp Director

## Education Programs Questionnaire

| Organization | Education Programs | Date | Location | Coordinator/may they be contacted | Number and audience | Project STRETCH Observer |
|---|---|---|---|---|---|---|
| Idaho Parks & Recreation Statehouse, Boise Idaho 83720 | yes | June 2-6, 1980 | Harriman State Park Boise, Idaho | Gene Eyrand, Park Manager<br>Bill Dokken, Chief of Operations<br>yes | all camp directors<br>7 | yes |
| MN Dept. of Natural Resources Box 4 Centiennial Bldg. St. Paul, MN 55155 | yes | April 24-27, 1980 | varies - camp within Twin Cities area | Mary Anne Kelly - Program Director<br>yes | all camp directors<br>assistant directors<br>environmental awarness coordinators<br>20 | yes |
| National Rifle Association of America 1600 Rhode Is. Ave. N.W. Wash,. D.C. | yes | May 1-4, 1980 | U.S. Olympic Training Center Colorado Springs, Colorado | Richard Mitchell-Coordinator<br>yes | all camp directors<br>others | yes |
| Denver Area Council of Camp Fire 2901 W. 19th Ave. Denver, CO 80204 | yes | unknown | Camp Fire National Headquarters, Kansas City, MO | Connie Coutellier Outdoor Admin. Specialist<br>4601 Madison Ave. Kansas City, MO<br>yes | unknown | yes |
| Pioneer Girl Scout Council, Inc 324 N. Highland Gastonia, N.C. 28052 | yes | unknown | unknown | Girl Scouts of the U.S.A.<br>830 Third Ave.<br>New York, N.Y. | unknown | unknow |

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## Table of Responses to Camp Director

## Education Programs Questionnaire cont.

| Organization | Education Programs | Date | Location | Coordinator/may they be contacted | Number and audience | Proj STRE Obse |
|---|---|---|---|---|---|---|
| Helena YMCA<br>1200 No Last<br>Chance Gulch<br>Helena, MT | No - YMCA National Headquarters offers a program. Contact Chuck Keejawf - National office of YMCA in New York | | | | | |
| Makemic Woods<br>Camp-Conf.-<br>Retreat<br>P.O. Box 39<br>Barhamsville, VA<br>23011 | Yes | Oct. 27-Nov. 1, 1980<br>Nov. 11-12 | Oct. 27 - Presbyterian School of Christian Ed. Richmond, Va<br>Nov. 11-unknown | Robert Allen - Area President, A.C.A<br>Dr. Donald Griggs - Prof. of Continuing Ed., P.S.C.E<br>yes | all camp directors<br>30 | ye |
| American Diabetes<br>Association<br>Baltimore, M.D. | Yes | June 8-11, 1980 | Camp Glyndon<br>Baltimore, MD. | unknown | camp directors<br>others | ye |
| American Foundation for the Blind<br>15 W. 16th St.<br>Wash. D.C. | No | — | — | — | — | — |
| Boy Scouts of America, National Headquarters<br>P.O. Box 61030<br>D/Fw Airport,<br>Tx. 75261 | Yes | included in Appendix B | included in Appendix B | unknown | varies | yes |

## Table of Responses to Camp Director Education Programs Questionnaire cont.

| Organization | Education Programs | Date | Location | Coordinator/may they be contacted | Number and audience | Projec STRETC Observ |
|---|---|---|---|---|---|---|
| Pioneer Girls<br>Camp Cherith<br>Box 788<br>Wheaton, IL<br>60187 | yes | Nov. 21-23, 1980 | Pioneer Girls<br>Headquarters<br>27 W 130 St.<br>Charles Rd.<br>Wheaton, IL | Eva Lee Henderson<br>National Camp Administrator<br>yes | all camp directors<br>camp administrator for Pioneer Girls of Canada | yes |
| Golden Valley Girl Scout Council, Inc.<br>5665 E. Westover<br>Suite 101<br>Fresno, CA<br>93727 | yes | April 18-20, 1980 | San Francisco Bay Girl Scout Council<br>Camp Bothin<br>Fairfax, CA | Sharon Kosch - Resident Camp Admin.<br>Chris Roderick - Consultant<br>670 McCormick St.<br>San Leandro, Ca<br>yes | camp directors<br>buisness managers<br>camp administrator | unkno |
| The Salvation Army<br>120 W. 14th St.<br>New York, N.Y. | yes | National Convention Kindred Session | Texas - others for Day Camp Director training | Marion Henderson<br>yes | all camp directors | unkno |
| American Red Cross/ National Headquarters<br>77th and D Sts.<br>N.W. Wash. D.C.<br>20006 | No | — | — | — | — | — |
| Greater YMCA<br>Camp Fuller<br>Box 111<br>Pearce Dale, RI<br>02883 | No | — | — | — | — | — |

## Table of Responses to Camp Director

## Education Programs Questionnaire cont.

| Organization | Goals and Objectives |
|---|---|
| 1. Idaho Parks and Recreation | - provide departmental guidelines for the YCC program as well as review Federal regulations and guidelines. |
| 2. MN Dept. of Natural Resources | - train and orient new camp directors and key camp staff<br>- opportunity for sharing ideas and knowledge<br>- cover program policy changes with returning directors |
| 3. National Rifle Association | - safety regulations<br>- general orientation programs |
| 4. Denver Area Council of Camp Fire | - no response |
| 5. Pioneer Girl Scout Council,Inc. Gastonia, N.C. | - no response |
| 6. Pioneer Girls Camp Cherith | - build unity and loyality as a Pioneer Girls camp family<br>- become more aware of camp personnel and give direction in meeting these needs<br>- instill philosophical values and give knowledge that would be foundational to staff training and programming<br>- give vision and direction for quality camping |
| 7. Golden Valley Girl Scout Council, Inc. | - pre-camp training<br>- camp administration<br>unifying a staff<br>balancing the budget<br>camp laws/ policies<br>emergencies |
| 8. The Salvation Army | - set prior to each session |
| 9. American Red Cross | - no response |
| 0. Greater Providence YMCA/Camp Fuller | - no response |
| 1. Helena YMCA | - no response |
| 2. [illegible]kemic Woods [illegible]mp-Conference-Retreat | - explore energy options and simpler life styles<br>- study the theology which dictates a different use of our resources |

## Table of Responses to Camp Director

## Education Programs Questionnaire cont.

| Organization | Goals and Objectives |
|---|---|
| 13. American Diabetes Association | - no response |
| 14. American Foundation for the Blind | - no response |
| 15. Boy Scouts of America<br>National Office | - goals and objectives are established for each individual session. There are about 120 sessions |

| Organization | Program Agenda |
|---|---|
| 1. Idaho Parks and Recreation | - not available |
| 2. MN Department of Natural Resources | - no response |
| 3. National Rifle Association | - no response |
| 4. Denver Area Council of Camp Fire | - contact National Camp Fire |
| 5. Pioneer Girl Scout Council, Inc.<br>Gastonia, N.C. | - no response |
| 6. Pioneer Girls Camp Cherith | - Tentative sessions:<br>fundraising<br>evaluating camp program/objectives<br>maintaining communication with pioneer girls representative<br>staff recruitment/ interviewing<br>Bible study/communion |
| 7. Golden Valley Girl Scout Council Inc. | - no response |
| 8. The Salvation Army | - no response |
| 9. American Red Cross | - no response |
| 10. Greater Providence YMCM/ Camp Fuller | - no response |

## Table of Responses to Camp Director

## Education Programs Ouestionnaire cont.

| Organization | Goals and Objectives |
|---|---|
| 1. Idaho Parks and Recreation | - provide departmental guidelines for the YCC program as well as review Federal regulations and guidelines. |
| 2. MN Dept. of Natural Resources | - train and orient new camp directors and key camp staff<br>- opportunity for sharing ideas and knowledge<br>- cover program policy changes with returning directors |
| 3. National Rifle Association | - safety regulations<br>- general orientation programs |
| 4. Denver Area Council of Camp Fire | - no response |
| 5. Pioneer Girl Scout Council, Inc. Gastonia, N.C. | - no response |
| 6. Pioneer Girls Camp Cherith | - build unity and loyality as a Pioneer Girls camp family<br>- become more aware of camp personnel and give direction in meeting these needs<br>- instill philosophical values and give knowledge that would be foundational to staff training and programming<br>- give vision and direction for quality camping |
| 7. Golden Valley Girl Scout Council, Inc. | - pre-camp training<br>- camp administration<br>unifying a staff<br>balancing the budget<br>camp laws/ policies<br>emergencies |
| 8. The Salvation Army | - set prior to each session |
| 9. American Red Cross | - no response |
| 10. Greater Providence YMCA/Camp Fuller | - no response |
| 11. Helena YMCA | - no response |
| 1[illegible] Makemic Woods Camp-Conference-Retreat | - explore energy options and simpler life styles<br>- study the theology which dictates a different use of our resources |

Table of Responses to Camp Director

Education Programs Questionnaire cont.

| Organization | Program Agenda |
|---|---|
| 11. Helena YMCA | - no response |
| 12. Makemic Woods Camp-Conference retreat | - A.M. - various speakers (from NASA, VPI Institute of environmental studies, expert Theologians)<br>- P.M. - individual study at Richmond Theological Community Library<br>- evenings - review new A.V. materials on ecology and energy resources |
| 13. American Diabetes Association | - no response |
| 14. American Foundation for the Blind | - no response |
| 15. Boy Scouts of America | - varies for each individual session |

APPENDIX B: -
SURVEY II

# American Camping Association

## Project STRETCH

## Camp Director Educational Needs Assessment/ Competency Self Assessment Survey

## Evaluation Summary

## FINAL REPORT

# CAMP DIRECTOR EDUCATIONAL NEEDS ASSESSMENT/
# COMPETENCY SELF ASSESSMENT SURVEY
## EVALUATION SUMMARY
## TABLE OF CONTENTS

A. Introduction 1

B. Survey Description 2

C. Intended Survey Population 4

D. Problems and Limitations 4

E. Results and Analysis 4

    1. Background Information 5

        a.) Ages of Respondents 5
        b.) Sex of Respondents 5
        c.) Educational Attainment 6
        d.) Major Cause of Study 6
        e.) Camp Organizational Affiliations 7
        f.) Year-Round vs. Seasonal Directors 8
        g.) Course Taken For Credit/Workshops 9
        h.) Type of Camps 10
        i.) Accredited - ACA or Other 11
        j.) Other Certifications 12

    2. Education: Disabled Populations 12

        a.) Participation In Courses/Seminars 13

    3. Educational Needs 13

        a.) Areas of Need - Information and Training 15
        b.) Seventeen Topics - Scores 17
        c.) Seventeen Topics - A Comparison 19
        d.) Methods of Learning - Score 21
        e.) Methods of Learning - A Comparison 22
        f.) Training Resource - Scores 23
        g.) Training Resources - A Comparison 24
        h.) Size, Length, Season, Location 25
        i.) C.B.I. Pros and Cons 27
        j.) Problems and Suggestions 28

    4. Camp Director Self Assessment 32

        a.) Eleven Competencies 33

F. Conclusion 36

G. Appendix A 38

# Camp Director Educational Needs Assessment/
# Competency Survey Self Assessment
# Evaluation Summary
# FINAL REPORT

## Introduction

The purpose of the Camp Director Needs Assessment Survey is to determine the areas of need and interest of a sample of camp directors nationwide, in order to enhance the training of camp directors. The results of this survey will enable those providing education programs for camp directors to focus on specifically stated needs, and to design programs which meet those needs and interests.

To supplement information on educational needs, respondents provided input on training methods, formats, and educational materials they felt would be best in camp director education programs. It is hoped that this data will be used by those designing educational programs to improve the effectiveness of training programs.

The survey instrument itself was designed as a major activity in conjunction with the American Camping Association's Project STRETCH. Project STRETCH is a federal training project, receiving funds from the Bureau of Education for the Handicapped; it is directed toward improving training for camp directors, with special emphasis on those serving handicapped campers through mainstreaming programs. This survey will provide information about the number of camping programs which are currently serving the handicapped, the nature of the disabled populations served, and the amount of training camp directors have had, and feel they need, to improve mainstreaming programs for handicapped campers.

Results of this survey will be used as a basis for future activities undertaken in conjunction with Project STRETCH, and, at the same time, will provide a reliable basis for changing and improving camp director education programs.

## Camp Director Needs Assessment Survey

The survey made use of both objective and subjective questions in order to best assess the educational needs and interests of camp directors. It was divided into two major parts: Part 1 - Background Information, and Part II - Educational Needs. A "Camp Director Competency Survey and Self Assessment" is included as a part of the second section.

In Part I of the survey, respondents were asked to provide background information including: age; sex; American Camping Association (ACA) membership number (if available); educational attainment and major course of study; camp's organizational affiliation; and whether or not they function as a year-round or seasonal camp director. The directors were asked to list courses and professional workshops, seminars or education programs relating to camping, outdoor education, or a related field in which they were involved during the last five years. Next, respondents were asked to specify course work or seminars which focused on disabled populations in which they have participated. Information on the types of camps with which respondents were affiliated, as well as the camps' affiliation status was illicited in the last questions in Part I.

The second part of the survey gave respondents an opportunity to outline their perceived educational needs as camp directors. Directors were asked to list their three greatest areas of need, based on their own experience as camp directors. Sixteen topics were provided for the respondent to rank in order of their importance for inclusion in camp director training programs. To complement these statements of need, respondents were asked to provide information on the education formats and materials they felt would best meet their training needs; again, a specific list of responses was provided, and the camp directors were able to provide a rank ordering of these responses. In addition, the directors gave their opinions as to the best size, length, time and location for potential education programs.

Competency-based instruction is a relatively new educational concept which Project STRETCH is considering as a viable method for education programs. A brief description was provided for those completing the survey; they were then asked to comment on whether or not a competency-based instructional design would be appropriate in an education program for camp directors.

Respondents listed problems they had encountered in their experience with education programs for adults, and were given the opportunity to describe one new and different thing they felt should be incorporated in an education program for camp directors.

At the close of the survey, those responding were asked to complete a Camp Director Competency Survey--Self Assessment. This form contained eleven competency statements chosen by Project STRETCH and the American Camping Association which identifies roles and abilities necessary to those serving as camp directors. From each competency statement, respondents were asked to rate themselves in relation to: present ability; importance to their job; and the amount of training they need in the specific area. A scale of one to five was used, with "1" representing a low rating, and "5" a high score.

Respondents were encouraged to provide additional comments throughout the survey instrument.

A copy of the survey is included in Appendix A of this report.

## Intended Survey Population

The Camp Director Needs Assessment Survey was randomly distributed to 1400 camp directors nationwide. This population included camp directors in a variety of camp settings, as well as those who serve as year-round (as opposed to seasonal) directors. Surveys were sent to camp directors known to work with handicapped campers or other special populations, but only as they formed a natural part of the random sample. No effort was made to bias the sample on the basis of age, sex, agency affiliation, or type of camp operated by the directors. It was hoped that by using a large survey population, a wide variety of camp directors' opinions and needs would be represented.

## Survey Problems and Limitations

While the survey instrument was designed to apply to a wide variety of camp directors, and while random techniques were used, a greater number of responses have been returned from ACA members than non-members. This could indicate either that more of the camp directors in the survey population, or that ACA members are more interested or involved in camp director education programs. The following report represents an analysis of the information provided by 129 ACA certified camp directors; 260 non-certified camp directors; and 68 camp directors who are not members of ACA.

At the same time, it should be noted that a small percentage of the surveys were returned without response due to wrong addresses or other reasons for non-delivery.

## Results and Analysis

The following report evaluates a total of 457 responses which represents 33% of the total number of surveys distributed.

The survey results were analyzed according to ACA certified camp directors, ACA non-certified camp directors, and non-ACA members to determine if there are any basic trends particular to any group or any concrete differences based on 129 responses from ACA certified camp directors, 260 non-certified ACA members and 68 non-ACA members.

## 1. Background Information

### Ages of Respondents

| Age | ACA Cert. Members | ACA Non-Cert. Members | Non-Members |
|---|---|---|---|
| 20 or under | 0% | 0 | 2% |
| 21-25 | 1% | 8% | 14% |
| 26-30 | 9% | 29% | 38% |
| 31-35 | 16% | 20% | 16% |
| 36-40 | 15% | 9% | 12% |
| 41-45 | 11% | 9% | 12% |
| 46-50 | 20% | 9% | 3% |
| 51 or older | 28% | 16% | 3% |
| | 100% | 100% | 100% |

ACA certified camp directors appear to be on the average, older than non certified members and non-members. There is no appreciable difference between the non-member group and the non-certified group.

### Sex of Respondents

| Sex | ACA Cert. Members | ACA Non-Cert. Members | Non-Members |
|---|---|---|---|
| MALE | 71% | 59% | 44% |
| FEMALE | 29% | 41% | 56% |
| | 100% | 100% | 100% |

The non-member group is represented by both male and female members without any significant difference between the two groups. Both the ACA groups have a larger percentage of male camp directors with the ACA certified members having a significantly larger number of males than females.

Educational Attainment of Respondents

| Degree | ACA Cert. Members | ACA Non-Cert. Members | Non-Members |
|---|---|---|---|
| High School | 2% | 2% | 0% |
| Some College | 4% | 3% | 7% |
| Bachelors Deg. | 8% | 18% | 16% |
| College Deg. + Courses | 35% | 35% | 41% |
| Masters Deg. | 14% | 22% | 12% |
| Masters Deg. + Courses | 24% | 18% | 21% |
| Doctorate Deg. | 6% | 2% | 3% |
| Other | 7% | 0% | 0% |
| | 100% | 100% | 100% |

In all three groups, 93 percent or better have at least a bachelors degree.

Major Course of Study

| Major | ACA Cert. Members | ACA Non-Cert. Members | Non-Members |
|---|---|---|---|
| Education | 30% | 26% | 27% |
| Physical Ed. | 11% | 10% | 14% |
| Recreation | 19% | 19% | 21% |
| Special Ed. | 4% | 5% | 5% |
| Other | 36% | 40% | 33% |
| | 100% | 100% | 100% |

The following list represents other areas from both ACA certified members and non-certified members as well as non-ACA members that were sited as their major course of study. At least 33% of the respondents studied areas other than those listed above. Camp directors appear to come from a wide variety of educational backgrounds. The majority of respondents are involved with a social service or "helping profession."

- psychology
- theology
- sociology
- social work
- outdoor education
- general studies
- counseling
- group work
- philosophy
- business
- art
- occupational therapy
- history
- journalism
- communications
- administration
- English
- economics
- science
- health
- engineering
- music
- theater

## Camp Organizational Affiliations

| ACA Certified Members | |
|---|---|
| Religious Organizations | 45% |
| Private Organizations | 19% |
| Girl Scouts | 13% |
| YMCA | 9% |
| Campfire | 8% |
| ACA | 4% |
| Special Populations | 2% |
| | 100% |

| ACA Non-Certified Members | |
|---|---|
| Religious | 21% |
| Girl Scouts | 18% |
| YMCA | 17% |
| Private | 12% |
| Campfire | 8% |
| Easter Seals | 4% |
| ACA | 3% |
| YWCA | 3% |
| Salvation Army | 3% |
| Boy Scouts | 2% |
| 4-H Clubs | 2% |
| Boys Clubs | 2% |
| Schools | 1% |
| Jaycees | 1% |
| Big Brothers | 1% |
| Special Populations | 1% |
| Girls Clubs | 1% |
| | 100% |

| Non-Members | |
|---|---|
| Girl Scouts | 36% |
| YMCA | 29% |
| Religious | 11% |
| Campfire | 7% |
| Boy Scouts | 6% |
| Special Pop.'s | 6% |
| Big Brothers | 3% |
| Schools | 2% |
| | 100% |

All three groups of respondents represent a wide variety of social service organizations. The Girl Scouts, YMCA, religious, and private organizations represent the most numerous organizational affiliations. There are no significant differences between the three groups in this area.

## Year-Round Directors vs. Seasonal Directors

| | ACA Cert. Members | ACA Non-Cert. Members | Non-Members |
|---|---|---|---|
| Year-Round | 77% | 68% | 29% |
| Seasonal | 23% | 32% | 71% |
| | 100% | 100% | 100% |

## Occupation During Remainder of Year

This list represents a combination of the responses from all three groups.

- Program director
- Teacher
- Youthworker
- YMCA Director
- College professor
- Education Services Director, Girl Scouts
- Recreation Director
- Own nursery school
- Director of education
- Camping services director
- Headmaster
- Parish Priest
- Activity therapist
- Director, Big Brothers
- Secretary
- Own and operate ski shop
- Adult Department director
- Associate physical director
- Programming - YMCA
- Executive - Girl Scouts
- Coordinator - Camp Fire Girls
- Agency director
- Minister of Education
- Aquatics director
- Retired
- Camp site consultant
- Outdoor education counselor
- Recreation supervisor
- Evangelist minister
- Education consultant
- Youth Officer - Salvation Army
- Executive director - Camp Fire Girls

The majority of camp directors in both groups of ACA members are year-round camp directors, whereas only 29% of the non-member group are serving in that capacity. The concept of the year-round camp program is a relatively new and rapidly growing alternative to the summer camp.

There were no significant differences between the three groups in relation to occupations during the remainder of the year.

## Courses Taken For Credit In Camping or Related Field

### ACA-Certified Members

- Camp Leadership
- Recreation Classes
- Education
- Group Work
- Biology
- Psychology
- Outdoor Education
- Administration
- Communication
- WSI
- First Aid
- Chemistry
- Ecology

### ACA Non-certified Members

- Counseling
- Business Management
- Camping
- Psychology
- Religion
- Leisure Studies
- Recreation
- Outdoor Education
- Sociology
- Group Dynamics
- Administration
- Social Work
- First Aid
- Supervision
- Creative Dramatics
- Program Planning
- Child Development
- Music
- Physical Education

### Non-Members

- Business Management
- Recreation
- WSI
- Administration
- Counseling
- Outdoor Education

## Professional Workshops or Seminars Camping and Outdoor Education

### ACA-Certified Members

- ACA conventions
- ACA workshops
- ACA certification seminars
- ACA visitor training
- Camping workshops
- Outdoor education workshops
- ACA ecology workshops
- Peer counseling
- Campfire training
- YMCA camp directors conference
- Stress seminars
- Red Cross workshops.
- CPR/First Aid
- NY State Outdoor Education Seminar
- Acclimatization Workshops

### ACA Non-certified Members

- ACA conventions
- ACA workshops
- ACA visitors training
- Girl Scout training
- NRPA sessions
- YMCA camp director training
- Outdoor education workshops
- New games workshops
- Food service management sessions
- Environmental education workshops
- Camping for special populations
- Campfire training
- 4-H training
- Boys Club training
- ACA ecology workshops
- Church camping
- Boy Scouts workshops
- Acclimatization Workshops

### Non-Members

- ACA conventions
- ACA workshops
- Girl Scout training
- Outdoor education workshops
- Christian camping conference
- YMCA workshops
- National Boy Scout Camping School
- Outward Bound School

Camp directors in general seem to be involved in a great deal of education training through universities, social service agencies, special population agencies, recreation and camping associations and religious organizations. The workshops/seminars which were most frequently mentioned by all three groups were ACA affiliated. A larger number of ACA members (both certified and non-certified) than non-members have been involved in these workshops, conventions and education seminars.

Types of Camp Affiliation

| | ACA Cert. Members | ACA Non-cert. Members | Non-Members |
|---|---|---|---|
| Day | 14% | 20% | 32% * |
| Resident | 29% | 31% | 31% |
| Special Pop. | 9% | 10% | 9% |
| Travel | 12% | 9% | 5% |
| Seasonal | 15% | 15% | 17% |
| Year-Round | 15% | 13% | 6% |
| Other (See List Below) | 6% | 2% | 0% |
| | 100% | 100% | 100% |

Other:
- ski camp
- family retreat
- environmental education camps
- tennis camps
- troop camping
- Title XX camps
- Church camps
- adventure camps
- weekend camps
- winter camps
- troop
- camping

There is no appreciable difference as to the types of camps directors are affiliated with. Residential camps are the most common type for both ACA certified and non-certified camp directors as well as for non-ACA members.

Many of the respondents were involved with more than one type of camp and also mentioned that two or more of the above categories might describe one camp.

## Were Camps ACA Accredited?

| | ACA Certified Members | ACA Non-certified Members | Non-Members |
|---|---|---|---|
| YES | 92% | 93% | 72% |
| NO | 8% | 7% | 28% |
| | 100% | 100% | 100% |

## Were Camps Accredited or Approved by Other Agency

| | ACA Certified Members | ACA Non-certified Members | Non-Members |
|---|---|---|---|
| YES | 35% | 42% | 49% |
| NO | 65% | 58% | 51% |
| | 100% | 100% | 100% |

WHO:

ACA Certified Camp Directors

- Texas Department of Health Resources
- Boy Schouts of America
- YMCA
- State of New Hampshire
- Girl Scouts, U.S.A.

ACA Non-certified Camp Directors

- YMCA
- Campfire
- Boy Scouts of America
- State Health Departments (Connecticut, NH, Michigan, Texas)
- Christian Camping Assoication
- Girl Scouts, U.S.A.
- Red Cross
- Boys Club

Non-Members

- Girl Scouts
- YMCA
- Boy Scouts of America
- State Health Dept.'s (NJ, MI, CN)

## Were You Involved in the Accreditation Process?

| | ACA Certified Members | ACA Non-certified Members | Non-Members |
|---|---|---|---|
| YES | 93% | 71% | 44% |
| NO | 7% | 29% | 56% |
| | 100% | 100% | 100% |

| ACA Certified Camp Directors | ACA Non-certified Camp Directors | Non-Members |
|---|---|---|
| Camp director during visit | Prepare site | Prepare site |
| Prepare materials for visit | Prepare materials | Director during visit |
| Prepare site for visit | Director during visit | Helped prepare materials |
| Visitor | | |
| Administrator | | |

The vast majority of camps that have been accredited and/or site approved were involved with the ACA. The organizations other than ACA which were responsible for accreditation or site approval represent a partial listing of the camp director's organizational affiliations.

## II. Education: Disabled Populations

### Participation in Courses Dealing with Disabled Populations

| | ACA Cert. Members | ACA Non-cert. Members | Non-Members |
|---|---|---|---|
| YES | 33% | 34% | 53% |
| NO | 67% | 66% | 47% |
| | 100% | 100% | 100% |

### Participation in Seminars Dealing with Disabled Populations

| | ACA Cert. Members | ACA Non-cert. Members | Non-Members |
|---|---|---|---|
| YES | 36% | 38% | 37% |
| NO | 64% | 62% | 63% |
| | 100% | 100% | 100% |

The numbers of seminars ranged from one to thirty to too many to mention for ACA certified members, between 1 and 50 for non-certified members, and from 1 to 10 for non-members. The length of the seminars ranged from one hour to 15 days for all three groups.

The vast majority of camps that have been accredited and/or site approved were involved with the ACA. The organizations other than ACA which were responsible for accreditation or site approval represent a partial listing of the camp director's organizational affiliations.

Participation in Courses Dealing with Disabled Populations

| | ACA-Certified Members | ACA-Noncertified Members | Non-Members |
|---|---|---|---|
| Yes | 33% | 34% | 53% |
| No | 67% | 66% | 47% |
| | 100% | 100% | 100% |

Participation in Seminars Dealing with Disabled Populations

| | ACA-Certified Members | ACA-Noncertified Members | Non-Members |
|---|---|---|---|
| Yes | 36% | 38% | 37% |
| No | 64% | 62% | 63% |
| | 100% | 100% | 100% |

The number of seminars ranged from one to 30 to too many to mention for ACA-Certified Members, between 1 and 50 for Noncertified members, and from one to 10 for non-members. The length of the seminars ranged from one hour to 15 days for all three groups.

Part of Certification Process

| | ACA-Certified Members | ACA-Noncertified Members | Non-Members |
|---|---|---|---|
| Yes | 24% | 16% | 26% |
| No | 76% | 84% | 74% |
| | 100% | 100% | 100% |

Part of Certification Process - Contd.

| | ACA-Certified Members | ACA-Noncertified Members | Non-Members |
|---|---|---|---|
| Was Certified: | | | |
| ACA | 61% | 30% | 0% |
| Other | 39% | 70% | 100% |
| | 100% | 100% | 100% |
| Other: | Washington State<br>School psychology<br>Easter Seal | YMCA<br>College credit<br>Red Cross | Teacher Certification<br>State Certification<br>National Therapeutic Recreation Society |

Less than half of the respondents have been involved in courses or seminars dealing with disabled populations. The majority of those who have had this special training are involved with special populations in their jobs or in directing camps specifically for the disabled.

This information indicates a tremendous need for camp director training dealing with disabled populations to meet the growing trend of mainstreaming in camping and all areas of recreation and education.

## III. Educational Needs

In this section of the survey, respondents were asked to relay information on their individual needs and interests in terms of education programs for camp directors in the following areas: content, specific topics, general areas, format, organization, and materials. The camp directors were also asked to list one specific problem they find in adult education programs as well as one new and different thing they would like to see incorporated in an education program for camp directors.

The following chart represents the areas in which camp directors felt they needed more information and/or training. The numbers under Information and Training represent the number of respondents who indicated this area in their survey form. The first chart represents responses from the ACA-Certified members; the second chart indicates ACA Noncertified members and the third chart describes Non-members.

The numbers listed under Information and Training, represent the actual number of camp directors indicating a need in that specific area.

## ACA Certified Members

| Area | Information | Training |
|---|---|---|
| Staff Development | 23 | 20 |
| Legislation | 20 | 9 |
| Budgeting | 14 | 16 |
| Programming | 15 | 14 |
| Public Relations | 14 | 11 |
| Staff Recruiting | 14 | 7 |
| Business Practices | 9 | 12 |
| Administration | 9 | 11 |
| Funding | 10 | 10 |
| Maintenance | 11 | 7 |
| Special Populations | 7 | 9 |
| Food Services | 7 | 8 |
| Camper Development | 6 | 4 |
| Evaluation | 2 | 5 |
| Business Management | 2 | 4 |
| Behavior Management | 2 | 3 |
| Liability | 3 | 2 |
| Time Management | 2 | 2 |
| Recruitment | 2 | 2 |
| Marketing | 2 | 2 |
| Drug Use | 2 | 2 |
| Program Philosophy | 1 | 2 |
| Health/Safety | 1 | 1 |
| Natural Sciences | 1 | 1 |
| Mainstreaming | 1 | 1 |
| Minorities | - | 1 |
| Outdoor Education | - | 1 |
| Transportation | 1 | - |

## ACA Members - Non-Certified

| Area | Information | Training |
|---|---|---|
| Business Management | 45 | 50 |
| Staff Training | 32 | 37 |
| Program Development | 15 | 8 |
| Staff Recruitment | 15 | 11 |
| Counseling | 13 | 8 |
| Public Relations | 12 | 11 |
| Special Populations | 12 | 9 |
| Food Service Management | 11 | 13 |
| Funding | 9 | 11 |
| Site Management | 10 | 9 |
| Legislation | 11 | 3 |
| Year-Round Program | 7 | 4 |
| Health Camps | 3 | 1 |
| Time Management | 1 | 2 |
| Budget | 1 | 1 |

Non Members

| Area | Information | Training |
|---|---|---|
| Programming | 21 | 11 |
| Staff Development | 17 | 10 |
| Budgeting | 11 | 10 |
| Administration | 5 | 9 |
| Facility Management | 8 | 7 |
| Staff Recruiting | 8 | 4 |
| Special Populations | 4 | 5 |
| Public Relations | 5 | 4 |
| Legislation | 6 | 2 |
| Food Management | 2 | 5 |
| Interviewing Staff | 2 | - |
| Leadership Skills | 1 | 1 |
| Camping Philosophy | 1 | - |
| Supervision | - | 1 |
| Staff Evaluation | 1 | - |
| Program Evaluation | 1 | 1 |
| New Games | 1 | [illegible] |
| Volunteer Recruitment | 1 | 1 |
| Child Abuse | 1 | 1 |
| Fund Raising | 1 | 1 |
| Time Management | 1 | 1 |
| Values Education | 1 | 1 |
| Discipline | 1 | - |

It is apparent from these charts that there are numerous areas in which camp directors feel they need education and/or training. Many of these areas overlap the general areas discussed in the next section of the survey. Others are specific areas which could only have been realized through the personal experiences of the camp directors.

The camp directors were next asked to rank order a list of seventeen specific topics that they felt should be included in an education program. In this question and the two following questions where respondents were asked to rank order information, about 10 percent of the responses were checked instead of numbered. Most of these results included comments to the effect that all of the choices they indicated, were of equal importance. In analyzing the data, these responses were given a velue of one, or most important, so that all the data could be analyzed in the same manner.

The areas are listed below in order of importance for ACA Certified members, ACA Noncertified members and Non-members. The formula utilized to achieve the reference number following each topic is:

$$\frac{\text{Sum of the Scores} + (\text{No. Responses} \times \text{Least Significant Response})}{\text{Total Number of Responses}}$$

| ACA Certified Members | | ACA Noncertified Members | | Non-Members | |
|---|---|---|---|---|---|
| Topics: | | Topics | | Topics | |
| Staff Development | .95 | Business Management and Maintenance | 3.6 | Program Development | 3.72 |
| Business Management and Maintenance | 1.8 | Program Development | 4.1 | Evaluation Accountability and Liability | 4.51 |
| Program Development | 2.1 | Food Service Management | 4.2 | Business Management and Maintenance | 4.45 |
| Food Service Management | 2.8 | Camper Development | 4.3 | Camp Organization and Planning | 5.6 |
| Camp Organization and Planning | 3.1 | Steff Development | 4.5 | Camper Development | 6.23 |
| Evaluation, Accountability and Liability | 3.2 | Public Relations | 5.1 | Food Service Management | 6.33 |
| Camper Development | 3.6 | Special Audiences | 5.7 | Special Audiences | 6.58 |
| Facility Management and Maintenance | 3.6 | Legislation | 5.9 | Public Relations | 6.6 |
| Camping Philosophy and Camp Objectives | 4.3 | Camp Organization and Planning | 6.0 | Camping Philosophy and Camp Objectives | 6.8 |
| Public Relations | 4.4 | Self-assessment of Camp Director | 6.4 | Staff Development | 6.8 |
| Legislation | 4.6 | Camping Philosophy and Camp Objectives | 6.5 | Special Populations - Children | 6.98 |
| Self-Assessment of Camp Director | 5.0 | Special Populations - Children | 8.6 | Legislation | 7.0 |
| Special Audiences | 5.8 | Evaluation, Accountability and Liability | 8.8 | Facility Management and Maintenance | 7.05 |
| Special Populations - Children | 8.4 | Special Populations - Senior Adults | 9.1 | Self-Assessment of Camp Director | 8.61 |
| Family Camping | 9.2 | Facility Management and Maintenance | 9.2 | Family Camping | 9.26 |
| Special Populations - Senior Adults | 10.0 | Family Camping | 9.4 | Special Populations - Senior Adults | 10.92 |
| Special Populations - Adults | 10.5 | Special Populations - Adults | 10.1 | Special Populations - Adults | 10.95 |

NOTE: 0 = Highest Rating

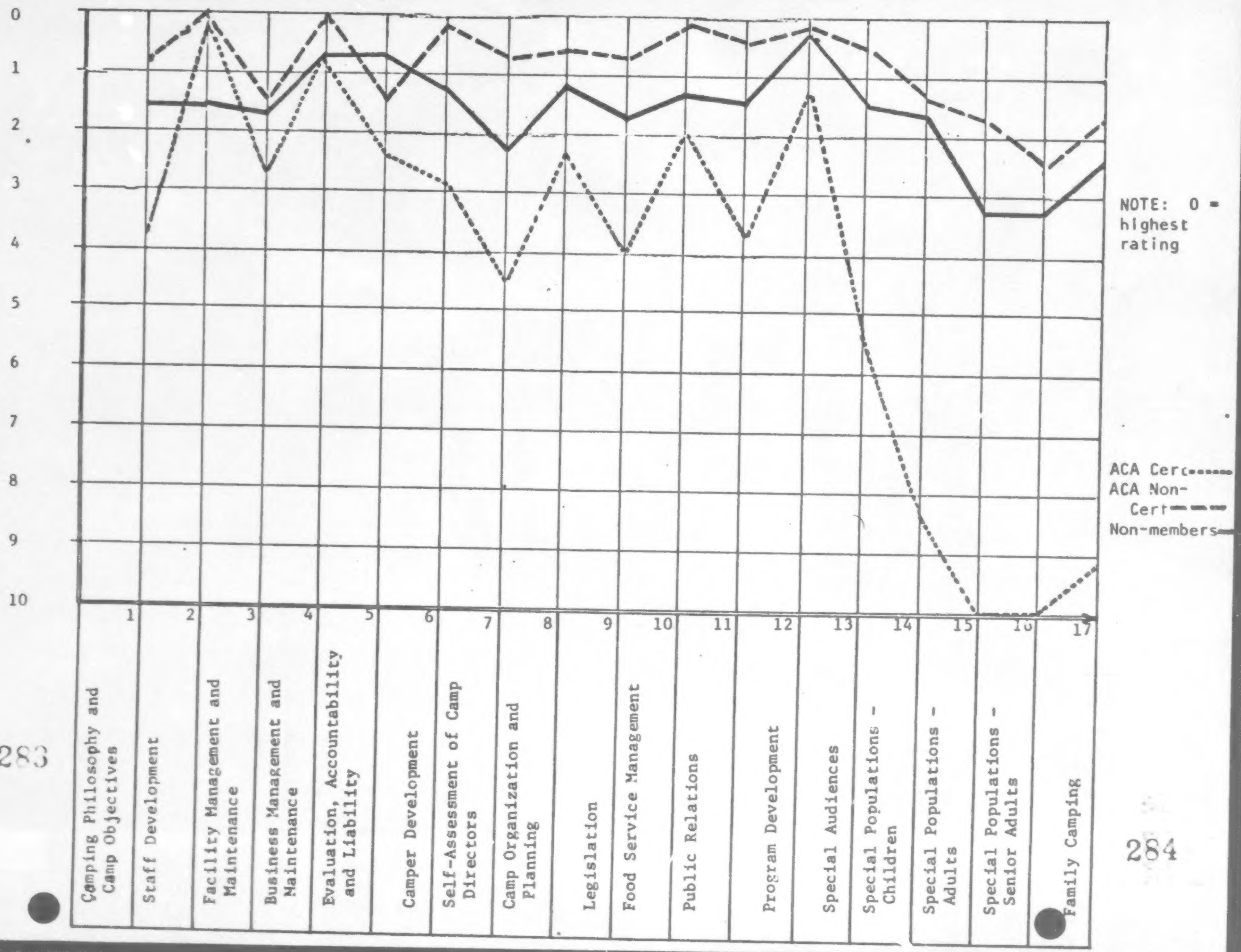
These topics were ranked in a similar order by all three groups. Program Development and business management and maintenance were considered to be the very important topics by all three groups and should be included in education programs for camp directors.

Other areas listed by respondents for inclusion in education program are: Special Populations - wheelchair bound, camper conduct, discipline and time management. Again, some respondents stated that they were all crucial, and therefore could not prioratize.

Figure One graphically portrays the ranking of the above topics based on the reference numbers. (0 = highest rating.)

The same format and reference number formula used in the previous chart was used to rank camp directors' responses to a list of twelve suggested education formats. They were asked to rank these formats on the basis of their individual needs. The formats are listed below in order ot importance for both ACA Certified members, ACA Noncertified members and Non-members.

FIGURE 1: Evaluation Results; Importance of Specific Topics for Education Programs.



| ACA Certified Members | | ACA Non-Certified Members | | Non-Members | |
|---|---|---|---|---|---|
| Methods | | Methods | | Methods | |
| ● Group Discussion | 4.32 | ● Training Manual | 5.32 | ● Training Manual | 2.75 |
| ● Training Manual | 4.83 | ● Programmed Instruction | 7.95 | ● Group Discussion | 5.14 |
| ● Programmed Instruction | 6.97 | ● Readings | 8.3 | ● Lecture | 8.08 |
| ● Competency-Based Instruction | 7.1 | ● Guest Speaker | 8.69 | ● Guest Speaker | 8.13 |
| ● Readings | 7.65 | ● Case Studies | 8.92 | ● Slide/Film Presentation | 8.29 |
| ● Guest Speakers | 7.72 | ● Lecture | 9.13 | ● Competency-Based Instruction | 8.60 |
| ● Case Studies | 8.09 | ● Group Discussion | 9.17 | ● Readings | 8.72 |
| ● Lecture | 8.43 | ● Slide/Film Presentation | 9.23 | ● Case Studies | 9.58 |
| ● Slide/Film Presentation | 8.53 | ● Competency-Based Instruction | 9.92 | ● Programmed Instruction | 9.82 |
| ● Home Study | 8.94 | ● Home Study | 10.37 | ● Home Study | 10.1 |
| ● Group Discussion | 9.2 | ● Role/Play Simulation | 10.95 | ● Role/Play Simulation | 10.36 |
| ● Role/Play Simulation | 9.92 | | | | |

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The major similarity between the three groups in terms of the order they ranked the items, was that the training manual was considered to be a valuable education format by all of the groups. The rest of the formats varied greatly between certified ACA members, non-certified ACA members and non-members.

A small percentage of respondents did indicate that all of the formats were good if their use was coordinated with the topic of the session.

Figure 2 graphically represents the rank order of the above education formats based on the reference numbers.

Respondents were asked to rank order a list of five materials for use in an education program based on their individual needs. The same formula mentioned in the previous two charts was used to achieve the reference numbers following each suggested material. The materials are listed below in order of importance for certified ACA members, non-certified ACA members and non-members.

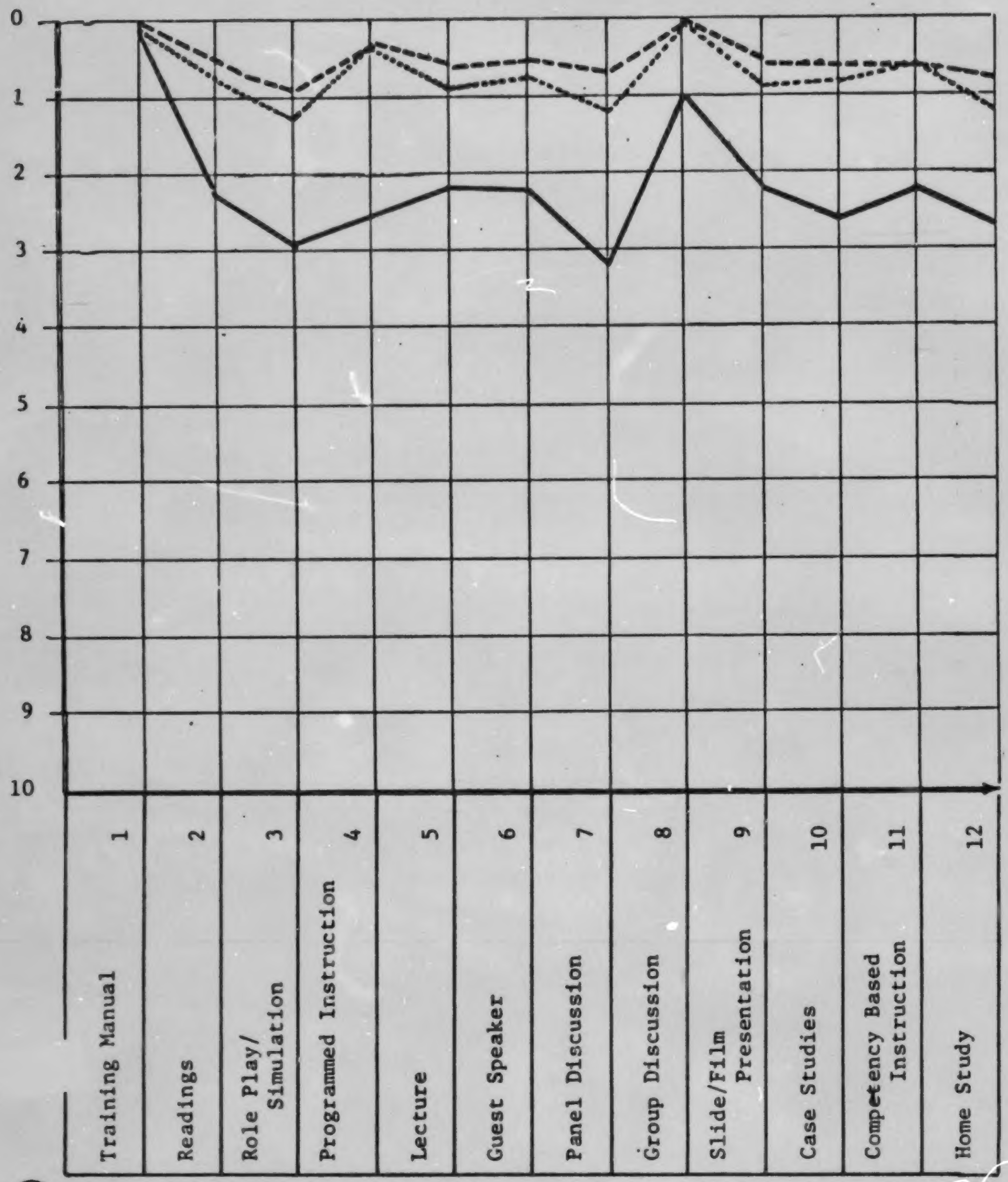

FIGURE 2: Evaluation Results, Importance of Formats for Education Programs

NOTE: 0 = Highest Rating

| ACA Certified Members | | ACA Non-Certified Members | | Non-Members | |
|---|---|---|---|---|---|
| Materials | | Materials | | Materials | |
| ● Staff Manual | 4.65 | ● Staff Manual | 6.43 | ● Staff Manual | 2.44 |
| ● Programmed Study Guide | 6.0 | ● Programmed Study Guide | 8.34 | ● Programmed Study Guide | 6.25 |
| ● Readings | 6.95 | ● Readings | 9.09 | ● Readings | 6.8 |
| ● Films or Slide Sets | 8.03 | ● Film or Slide Sets | 9.63 | ● Films or Slide sets | 6.83 |
| ● Tapes or Recordings | 9.0 | ● Tapes or Records | 10.77 | ● Tapes or Records | 10.42 |

NOTE: 0 = Highest Rating

All three groups rated the materials in an identical manner. The staff manual and programmed study guide were the best materials for education programs based on the individual needs of members of both groups. Some of the respondents noted that a combination of the materials might be useful in an education program. Others felt that discussions with experts are the best learning materials. On-site practical experience, experiental learning, and outlined materials were also suggested for use in an education program.

Figure three graphically portrays the rank order of above materials based on the reference numbers. (0 = highest rating.)

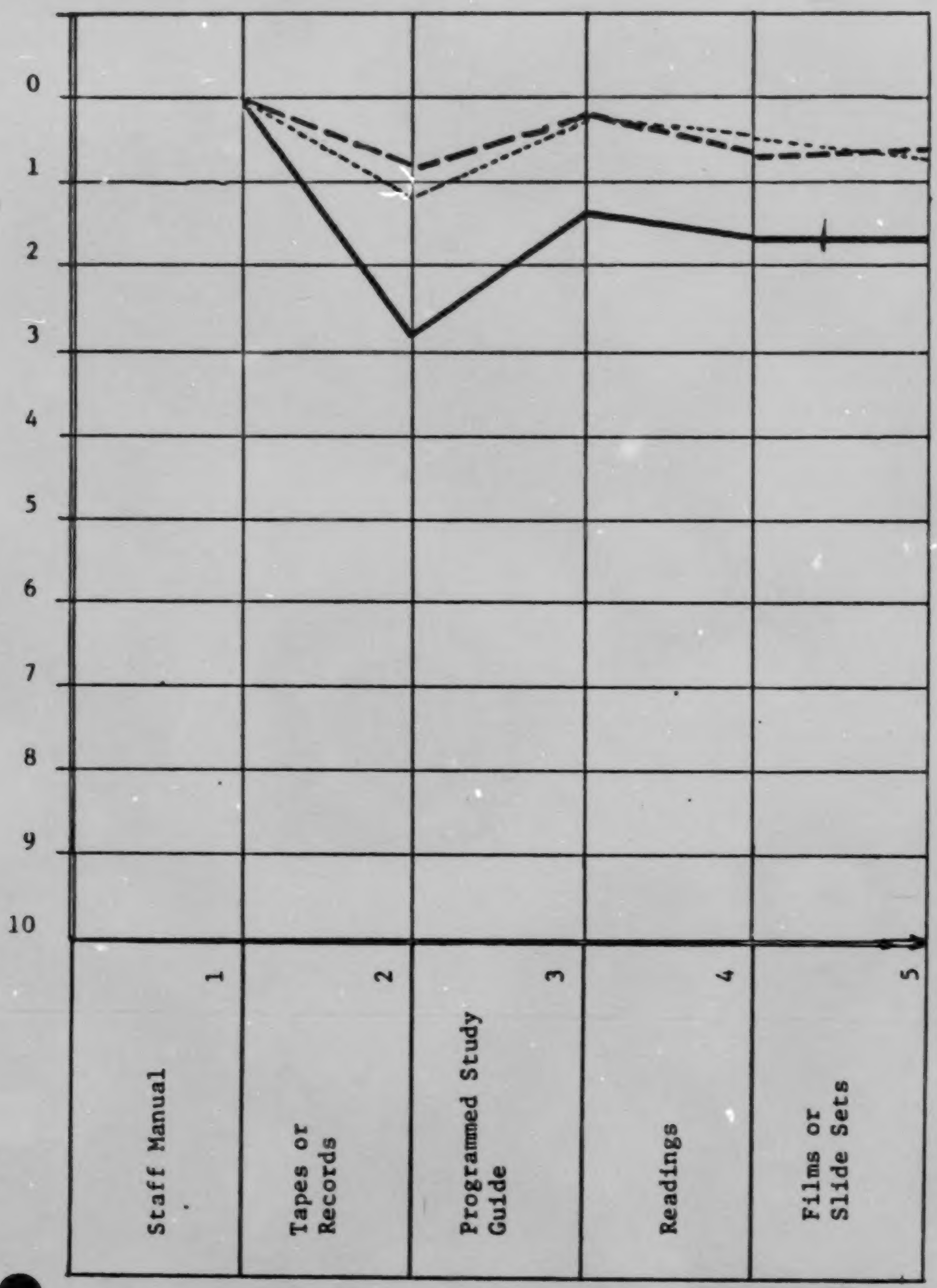

FIGURE 3: Evaluation Results, Importance of Materials for Education Programs

NOTE: 0 = Highest Rating

The respondents were asked for specific suggestions as to the best size, length, time and location for the education programs. The following chart represents the percentage of respondents' suggestions in each area mentioned above, for both ACA Certified members, ACA Noncertified members and Non-members.

| | ACA Certified Members | ACA Noncertified Members | Non-Members |
|---|---|---|---|
| | Size | Size | Size |
| 10 people or less | 26% | 28% | 23% |
| 11-30 people | 66% | 59% | 66% |
| 30 people | 8% | 13% | 11% |
| | 100% | 100% | 100% |
| | Length | Length | Length |
| ½ day | 2% | 6% | 7% |
| 1 day | 27% | 33% | 36% |
| 2-6 days | 59% | 44% | 50% |
| 1 week | 9% | 6% | 3% |
| 1 week plus | 3% | 11% | 4% |
| | 100% | 100% | 100% |
| | Size | Size | Size |
| fall | 50% | 47% | 28% |
| spring | 13% | 16% | 28% |
| summer | 35% | 36% | 36% |
| winter | 2% | 1% | 8% |
| | 100% | 100% | 100% |
| | Location | Location | Location |
| community | 18% | 22% | 14% |
| regional | 49% | 46% | 43% |
| state | 22% | 26% | 40% |
| national | 11% | 6% | 3% |
| | 100% | 100% | 100% |

The ACA Certified members, ACA Noncertified members, and Non-members were consistent in their recommendations for the best size, length, time and location of education programs. It was agreed that the best size for an education program was eleven to thirty people with the least desirable size for a group being 30. The recommended length of the programs was two to six days. The fall was agreed upon by both ACA member groups as the best time to hold education programs, with winter being cited as the lease favored time. The non-member group did not have clear decisions on season preference, but agreed that winter was the least favored time of year for education programs. Regional training sessions were preferred; national workshops received very little support from either group of respondents.

A brief description of competency based instruction was provided in the survey. The description read: "Competency based instruction (CBI) is a highly structured system design approach to learning. Training programs based on CBI allow trainees to progress at their own rate and specify competencies to be acquired by the trainee, define criteria for assessing trainees' competencies and hold trainees accountable for meeting these criteria." The camp directors were then asked if they felt that a CBI design would be appropriate in an education program for camp directors.

The responses from all three groups were very similar. 96 percent of ACA Certified members said yes, 90 percent of Noncertified ACA members said yes, and 80% of the Non-members said yes.

Many of the respondents noted that despite the brief description, they did not have a grasp of the concept of CBI. They mentioned that they had never come into contact with the topic and would be interested in learning more about it.

The following comments represent the pros and cons of the appropriateness of a CBI design for camp director education programs as stated by the respondents.

Both ACA Certified members, ACA Noncertified and Non-members' comments are listed together as both groups expressed similar opinions about CBI.

PROS

- Not familiar with CBI but like the idea of advancing at own pace.
- Best suits the needs of the individual, more efficient.
- Most people are in the programs because they want to learn, therefore, they should progress quickly by this method.
- CBI would give camp directors a better idea of responsibilities that they would have.
- Proves valuable in education in general.
- For some skills - yes; for others - no.
- The key is the ability to proceed at individual pace.
- Yes, only if the process does not become too impersonal.
- Why not?
- Improtant to have quantifiable results from training.
- Should be accompanied by small group interaction.
- Should be paired with other methods of instruction.
- Allows for diversity of experience.
- Knowledge and skills are gathered together for a single training experience.
- Would give people a better understanding of their responsibilities.
- Wise time management.
- Need accountability.
- Provides an open approach to real and perceived needs.
- Less time consuming.
- Opportunity to learn and progress without excessive repetition.

CONS

- Would only be valuable for inexperienced people.
- Too structured.
- Might be fine on some subjects, but not when it comes to understanding intangibles.
- The cost and administrative complications may make CBI unrealistic.
- .May lose the personal touch and experiences of the teacher.
- Fear that CBI could take the "human-ness" out of a humanistic profession.
- Too restrictive - may offer simple solutions to comples situations.
- Camp director training seems to flourish with personal interaction.
- Low motivation might be a problem.
- Does not take individual differences into consideration.
- Not suited to a diverse audience.
- Seems to be an excuse to avoid "thinking."
- Do not have the time to devote to the system.
- Difficult to develop meaningful competencies.
- Subjective evaluation.
- Too many non-communicable variables.

The next question asked respondents was to site problems they find with education programs for adults. Again, the responses from all three groups are so similar that they were combined for this question. The problems are listed as follows:

- Not a problem solving approach.
- Lack of competence in delivery
- Finding the time to attend.
- Lack of dynamic instructors.
- Failure to include participants in learning process.

- Quality and quantity of information
- Lack of study habits/motivation
- Too much lecturing in large groups
- Materials covered, not spefici to the needs of many participants
- Not enough use of resource personnel
- Lack of money
- too often geared to the weakest members - time wasted
- Too heavy a schedule
- Too general/need more specific information on the topics
- Too much talk about personal situations
- Lcak of practical application
- Too much theory and hypothetical information
- Inability of material and format of presentation to hold students' interest
- Cannot meet the needs of all attending the program - too many different levels
- Lack of realism in presentations
- Redundant material
- Too repetitive
- Not enough structure
- Too long
- Not enough group involvement
- Material not covered in depth
- Many adults take the program for wrong reasons: 1) requirement, 2) credit, 3) keep busy
- Too passive
- Lack of knowledge aobut adult education techniques among the instructors
- Lack of practice during sessions in applying material acquired to own setting

- Not enough variety in training methods
- Not enough audio-visual techniques
- Not enough personal interaction
- Not enough time for each session
- Too formal
- Not challenging enough

The problems listed above seem to be general, for all adult education programs. It is difficult to determine however, whether or not respondents were in fact talking in generalities or were referring specifically to camp director education programs.

Respondents were asked in the next question to describe one new and different thing they feel should be incorporated in an education program for camp directors. The responses are listed below according to ACA membership and certification.

ACA Certified Members

- More surveys
- Sensitivity training
- More competent instructors
- Energy alternatives as business and maintenance management
- Some methods of exposure to critical situations that involved crucial decisions
- CBI would be a good method
- New Games concept and practice
- Realistic analysis
- Open exchange with other knowledgeable camp directors
- Handling stress

- Pre-camp procedures
- Include ACA standards visitor training in all education programs
- Handicapped mainstreaming programs
- Sales and management skills
- How to bridge the gap between expressed philosophies and actual practices
- Better staff support systems

ACA Noncertified Members

- More surveys which elicit our opinion on the programs
- Programs that are adaptable to different situations
- Taking the responsibilities of camp leadership more seriously
- More nuts and bolts
- Group dynamics approach
- The law and camps as related to special children
- Assignment of priorities in camp
- More information for all directors on handicapping conditions and mainstreaming
- Realistic "nuts and bolts" information on why certain things work
- Working out problems relating to drug and alcohol abuse
- New Games format
- Simulation exercies on different experiences which could be encountered
- Certification that can be earned from a series of short weekend courses
- On the job visitation by someone outside the organization
- Better accessibility of programs
- Use adult techniques
- Current legal practices
- Communication skills

- Staff assessment procedures
- Eliminate self-study concept
- More creativity
- How to motivate staff

Non-Members

- How to motivate staff
- Outdoor education
- New Games format
- Practical information from experienced camp directors
- Current issues and trends
- On site education
- Business aspects
- Drug and alcohol abuse among staff
- Group dynamics approach
- Verbal communication
- Role/play situations regarding staff interviews
- More information on special populations
- Liability
- Developing sensitivities toward other races
- Time management

All three groups listed valuable suggestions for camp director education programs in the future. Many respondents mentioned the need to learn more about camping for the handicapped and mainstreaming.

## IV. Camp Director Competency Survey-Self Assessment

A list of eleven competencies identified as part of the role of a camp director was presented to camp directors in the survey form. For each competency, respondents were asked to rate themselves in relation to: a) present ability at performing the competency; b) the importance of the competency in performing their job; and c) the amount of training they need in the area. The respondents rated the statements on a scale of one to five with one representing a low rating and five representing a high score.

The following chart shows the average rating of the respondents comparing 68 responses from ACA Certified members, 68 ACA Noncertified members and 68 Non-members. An equal number was randomly selected for this analysis in order to facilitate the comparison of these three groups.

| COMPETENCY | Present Ability | | | Importance to Job | | | Amount of Training Needed | | |
|---|---|---|---|---|---|---|---|---|---|
| | ACA Certified Member | ACA Non-Certified Member | Non-Member | ACA Certified Member | ACA Non-Certified Member | Non-Member | ACA Certified Member | ACA Non-Certified Member | Non-Member |
| 1) Identify the characteristics and needs population his/her camp serves. | 3.94 | 3.82 | 3.46 | 5.56 | 4.47 | 3.70 | 3.24 | 2.42 | 2.42 |
| 2) Assess his/her strengths and weaknesses in relation to his/her own philosophy and the philosophy of others in the camping profession, community and camp. | 5.40 | 4.02 | 3.65 | 4.39 | 3.78 | 3.72 | 2.97 | 2.5 | 2.56 |
| 3) State and defend his/her philosophy and objectives. | 5.33 | 4.26 | 4.20 | 5.13 | 3.98 | 4.15 | 2.66 | 2.5 | 2.12 |
| 4) Design a camp program appropriate for: persons to be served including those with special needs; the camp's philosophy, objectives and program. | 4.53 | 4.13 | 3.48 | 3.82 | 4.23 | 3.78 | 3.68 | 3.16 | 2.96 |
| 5) Design the organizational structures consistent with the camp's philosophy, objectives and program. | 4.98 | 4.01 | 3.89 | 5.12 | 4.22 | 4.01 | 2.79 | 2.64 | 2.5 |
| 6) Analyze his/her role in establishing and supervising food service in camp. | 5.20 | 4.12 | 4.06 | 5.32 | 4.25 | 4.35 | 2.96 | 2.73 | 2.72 |

| COMPETENCY | Present Ability | | | Importance to Job | | | Amount of Training Needed | | |
|---|---|---|---|---|---|---|---|---|---|
| | ACA Certified Member | ACA Non-Certified Member | Non-Member | ACA Certified Member | ACA Non-Certified Member | Non-Member | ACA Certified Member | ACA Non-Certified Member | Non-Member |
| 7) Analyze his/her role in establishing and supervising food service camp. | 5.20 | 4.12 | 4.06 | 5.32 | 4.25 | 4.35 | 2.96 | 2.73 | 2.72 |
| 8) Analyze his/her role in development and supervision of campsite and facilities. | 4.88 | 3.52 | 3.46 | 2.91 | 3.74 | 3.73 | 3.36 | 3.10 | 2.41 |
| 9) Analyze his/her role in establishing and supervising the camp business operation. | 4.40 | 2.64 | 3.47 | 5.08 | 4.07 | 4.12 | 3.50 | 3.38 | 3.18 |
| 10) Develop a plan for interpreting the values of a camp to prospective campers and parents, utilizing selected resources/methods. | 4.79 | 4.05 | 3.78 | 5.17 | 4.16 | 4.30 | 3.39 | 3.26 | 2.90 |
| 11) Prepare a complete evaluation plan for his/her camp program including:<br>1. Methods to be employed<br>2. Actual written tool. to be used<br>3. Timetalbes for evaluation<br>4. Who will participate in the evaluation task.<br>5. How results will be utilized. | 4.27 | 3.58 | 3.41 | 4.82 | 3.52 | 3.94 | 3.13 | 3.30 | 3.10 |

## Conclusions and Recommendations

Based on the response to this survey, it seems as though camp directors in general take an active interest in educational and training programs and are constantly striving to improve their delivery of services. As evidenced by the list of professional courses, workshops and seminars in which they were participants, camp directors as a group, seem to seek out ways to expand and improve their camping services. Therefore, the camp director's opinions about education programs, as represented by the above survey results, are indeed a valuable asset:

A major distinction between ACA members (both certified and non-certified) and non-members seems to be their age and amount of experience in the camping profession. It seems as though camp directors wait until they have had sufficient practical experience before applying for ACA membership. This difference in experience was indicated in many of the responses to questions throughout the survey.

All three groups discussed in this report recognized the need for information and training in understanding and working with disabled populations. It was also mentioned that there is a need for more information on the concept of mainstreaming.*

The camp directors were able to provide specific suggestions and recommendations for improving and expanding camp director education programs. The opinions cited throughout this report as well as the following general comments should be considered in enhancing the training of all camp directors including the growing number of camping professionals serving the handicapped through mainstreaming programs:

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*Most respondents indicated specific disabled populations which they have had contact with in their camps. It is recommended that the topic of handicapped campers be broken down based on handicapping conditions when included in camp director education programs.

- "Materials covered during education programs should be specific to the needs of the participants."
- "A CBI program on a sophisticated leadership series would be a real benefit. I'd like to pull for regional camp directors to get together too!"
- "We all need more and better training to improve camping for all camp directors".
- "Personnel managment from interviewing through termination should be included".
- "Training should be constant and ongoing".
- "We would like to see ACA develop more materials and articles on the handicapped".
- "There should be more practice during the sessions in applying the material acquired to individual settings".
- "We all need to be aware of special populations and their needs".

Finally, it should be noted that the survey results indicate that camp directors assign a relatively low priority to training programs designed to improve their understanding of special populations. Since few camp directors evidenced substantitive educational background or experience in this area, it is assumed that the camping field needs to develop a major awareness program stressing the importance of serving handicapped children and youth in regular camps. Such an awareness program might address: (a) the attitudes of camp directors toward handicapped individuals (possibly compared with other managers of human service organizations; (b) the level of knowledge about handicapping conditions; (c) awareness of resources available to assist the camp director; and (d) a description of ACA training programs and materials which address special populations and camping. With such awareness activities, hopefully, camp directors will give special populations a higher priority for training and be more responsive to the needs of handicapped children and youth.

# EVALUATION SUMMARY REPORT
# PROJECT STRETCH

## CONSUMER (PARENTS) SURVEY

In order to determine parental expectations regarding camp director training and qualifications, a Parents Survey was designed and disseminated by the Project STRETCH evaluation subcontractors, Hawkins and Associates, Inc. Parents were asked to respond in one of four categories: as the parent of a handicapped child who has not been to residential camp; as the parent of a handicapped child who has been to residential camp; as the parent of a non-handicapped child who has not been to residential camp; and as the parent of a non-handicapped child who has been to residential camp. It was hoped that 25 parents in each category would return the survey form. The sample population included 190 parents of handicapped children (from a listing of campers enrolled in a camp for disabled children, a suburban recreation department division serving special populations, and a parents group for a residential school serving mentally retarded, learning disabled and emotionally handicapped children and teens) and 160 other parents (from a suburban church listing and two neighborhood associations). This report summarizes the results of a total of 81 responses (24% response rate): 17 parents of handicapped children who had not been to camp (H-no); 25 of handicapped children who had been to camp (H-yes); 18 of non-handicapped children who had not been to camp (N-no); and 21 who had been to camp (N-yes).

In Part I of the survey, parents were asked to indicate the degree of importance (1=low, 10=high) for camp director training in each of 14 competency areas (based on ACA Core Competencies), and to choose the three most important training areas and rank them in order of importance. Charts 1,2,3 and 4 below summarize data received from each of the four parent groups.

**Chart 1: Importance of Camp Director Training in 14 Competency Areas, Response Group (N-ho)**

| Competency | Score | Priority Ranking | | |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| A. Respond to the growth and development needs of campers. | 9.06 | 5 | 1 | 2 |
| B. Recognize his/her strengths and weaknesses as a camp director. | 9.41 | 3 | 1 | - |
| C. State and explain his/her philosophy of camping. | 7.70 | - | - | - |
| D. Design an appropriate camp program to serva all camper's needs. | 9.17 | 4 | 3 | 2 |
| E. Set up the camp's organizational structure (e.g., staffing, site management, etc.). | 8.82 | - | 1 | 1 |
| F. Determine the necessary qualifications for staff members. | 8.56 | - | 1 | 2 |
| G. Recruit, train and supervise staff. | 8.64 | - | 3 | 2 |
| H. Establish and supervise health and safety in camp. | 9.23 | - | 3 | 3 |
| I. Establish procedures and supervise food service in camp. | 8.0 | - | - | - |
| J. Develop and supervise camp site and facilities. | 8.0 | - | - | - |
| K. Establish and supervise the camp business operation and finance. | 7.17 | - | - | - |
| L. Develop a plan for interpretation of values of the camp to prospective campers and their parents. | 8.11 | 1 | - | - |
| M. Prepare a complete evaluation plan for the camp program. | 8.11 | 1 | - | 1 |
| N. Deal sensitively with the needs of handicapped campers. | 9.76 | 3 | 4 | 4 |

Chart 2: Importance of Camp Director Training in 14 Competency Areas, Response Group (H-yes)

| Competency | Score | Priority Ranking | | |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| A. Respond to the growth and development needs of campers. | 8.82 | 4 | 4 | 2 |
| B. Recognize his/her strengths and weaknesses as a camp director. | 8.72 | 1 | 1 | - |
| C. State and explain his/her philosophy of camping. | 6.4 | - | - | - |
| D. Design an appropriate camp program to serva all camper's needs. | 9.28 | 6 | 5 | 2 |
| E. Set up the camp's organizational structure (e.g., staffing, site management, etc.). | 8.52 | - | 1 | 2 |
| F. Determine the necessary qualifications for staff members. | 9.48 | 3 | 2 | 7 |
| G. Recruit, train and supervise staff. | 9.04 | - | 1 | 5 |
| H. Establish and supervise health and safety in camp. | 9.2 | 3 | 2 | 2 |
| I. Establish procedures and supervise food service in camp. | 8.98 | - | - | - |
| J. Develop and supervise camp site and facilities. | 7.84 | - | - | - |
| K. Establish and supervise the camp business operation and finance. | 6.8 | - | - | - |
| L. Develop a plan for interpretation of values of the camp to prospective campers and their parents. | 7.96 | - | - | - |
| M. Prepare a complete evaluation plan for the camp program. | 8.84 | - | 1 | - |
| N. Deal sensitively with the needs of handicapped campers. | 9.6 | 7 | 3 | 4 |

Chart 3: Importance of Camp Director Training in 14 Competency Areas, Response Group (N=20)

| Competency | Score | Priority Ranking 1 | 2 | 3 |
|---|---|---|---|---|
| A. Respond to the growth and development needs of campers. | 8.27 | 5 | 2 | 1 |
| B. Recognize his/her strengths and weaknesses as a camp director. | 7.77 | 2 | - | - |
| C. State and explain his/her philosophy of camping. | 6.66 | - | - | - |
| D. Design an appropriate camp program to serva all camper's needs. | 8.6 | 6 | 4 | 2 |
| E. Set up the camp's organizational structure (e.g., staffing, site management, etc.). | 8.16 | - | 3 | - |
| F. Determine the necessary qualifications for staff members. | 8.97 | 1 | - | 1 |
| G. Recruit, train and supervise staff. | 8.41 | 1 | 1 | 1 |
| H. Establish and supervise health and safety in camp. | 8.02 | - | 2 | 3 |
| I. Establish procedures and supervise food service in camp. | 7.91 | - | - | - |
| J. Develop and supervise camp site and facilities. | 7.41 | - | - | 3 |
| K. Establish and supervise the camp business operation and finance. | 6.80 | - | 1 | 2 |
| L. Develop a plan for interpretation of values of the camp to prospective campers and their parents. | 7.47 | - | 1 | - |
| M. Prepare a complete evaluation plan for the camp program. | 7.77 | - | - | 2 |
| N. Deal sensitively with the needs of handicapped campers. | 9.27 | 2 | 3 | 2 |

Chart 4 : Importance of Camp Director Training in 14 Competency Areas, Response Group (N-yes)

| Competency | Score | Priority Ranking 1 | 2 | 3 |
|---|---|---|---|---|
| A. Respond to the growth and development needs of campers. | 9.04 | 4 | 1 | 2 |
| B. Recognize his/her strengths and weaknesses as a camp director. | 8.42 | 2 | - | 2 |
| C. State and explain his/her philosophy of camping. | 7.55 | - | - | - |
| D. Design an appropriate camp program to serva all camper's needs. | 9.21 | 3 | 3 | 2 |
| E. Set up the camp's organizational structure (e.g., staffing, site management, etc.). | 8.85 | 1 | 4 | 3 |
| F. Determine the necessary qualifications for staff members. | 9.09 | 1 | 2 | 2 |
| G. Recruit, train and supervise staff. | 9.28 | 2 | 5 | 2 |
| H. Establish and supervise health and safety in camp. | 9.31 | 3 | 1 | 4 |
| I. Establish procedures and supervise food service in camp. | 8.45 | - | - | - |
| J. Develop and supervise camp site and facilities. | 7.85 | - | - | 1 |
| K. Establish and supervise the camp business operation and finance. | 7.5 | - | - | 1 |
| L. Develop a plan for interpretation of values of the camp to prospective campers and their parents. | 7.33 | - | - | - |
| M. Prepare a complete evaluation plan for the camp program. | 7.95 | 1 | - | 1 |
| N. Deal sensitively with the needs of handicapped campers. | 9.26 | 3 | [illegible] | - |

In general, questions that all parents would like to ask camp directors focus on the areas of past experience and training in camping and related activities, procedures and measures for camper health and safety, and information on the camp program and staff. Responses by group are summarized below (number of times a response was given in parentheses), the five questions (areas) asked most often are reported.

### H-no

1. What is the camp director's experience in working with handicapped children? (6)
2. What are his qualifications in dealing with specific handicapping conditions? (4)
3. What training/education has he received in school and in the field? (4)
4. What camping programs/activities will my child be involved in? (4)
5. What are the provisions for camper physical and mental health, happiness and safety? (3)

### H-yes

1. What is the director's background and previous experience in working with handicapped individuals? (7)
2. What is his practical experience in camping with handicapped children? (5)
3. What is his training in special education? (4)
4. Why did he choose to work with handicapped children? (3)
5. What medical training does he have, what medical facilities are available? (2)

### N-no

1. What is the director's practical training in camping, previous experience? (4)
2. What is the director's educational background? (4)
3. What first aid training or training for emergencies has he had? (3)
4. What is his philosophy of camping?(2)
5. What are the objectives of the camp program with respect to the children? (2)

### N-yes

1. What experiences has the director had with children and their emotional development? (7)
2. Why did he choose the profession? (4)
3. What medical service is available, what training has the director had? (4)
4. What previous training has the director had? (3)
5. What is the staff/camper ratio? (2)

Other questions asked focused on program specifics, staff training and qualifications, program structure and supervision of the campers.

In Part II of the survey, respondents were asked to indicate how important it is that the camp director have certain qualifications. Responses of each group are summarized below (1=low, 10=high)

| | Score | | | |
|---|---|---|---|---|
| | H-no | H-yes | N-no | N-yes |
| Previous experience as camp director | 7.52 | 8.48 | 7.44 | 8.23 |
| College degree | 6.05 | 5.08 | 5.27 | 5.52 |
| Courses in camping | 6.82 | 6.28 | 7.55 | 7.3 |
| Courses in working with handicapped | 8.76 | 8.72 | 8.23 | 6.8 |
| Over 21 years old | 7.70 | 8.04 | 7.88 | 8.42 |
| Over 25 years old | 5.82 | 7.2 | 6.38 | 8.42 |
| Certified camp director | 6.81 | 6.86 | 8.05 | 8.57 |
| Parent receives information about CD training | 8.52 | 8.28 | 7.5 | 7.85 |
| Parent meets camp director | 8.70 | 7.92 | 7.0 | 7.14 |
| CD mainstreams handicapped campers | 7.58 | 6.06 | 6.83 | 6.1 |

american camping association

July, 1980

Dear Parent:

Your name was given to us as a person who could help us determine consumer attitudes toward the training of camp directors. As a parent, your input is very important. We are currently surveying parents of non-handicapped children; parents of handicapped children; parents who have sent their children to residential camp, and parents who have never sent a child to residential camp.

Please give us your impressions of the importance of the following items for training of camp directors.

Thank you for your participation in this survey. Enclosed is a Project STRETCH pen which you may keep after completing the form.

The survey is a self-mailer and requires no postage. The completed form will be sent to Project STRETCH's evaluator, Hawkins and Associates, 804 D Street, N.E., Washington, D.C. 20002.

Sincerely,

Sue Stein

Sue Stein, CCD
Coordinator, Director Education/Project STRETCH

Enclosure: Survey

Bradford Woods, Martinsville, IN 46151-7902 (317) 342-8456

NATIONAL STAFF
Armand B. Ball, CAE, Executive Vice President; Glenn T. Job, Director of Communications; Kay Kester-Oliver, Director of Member Services; Sue Stein, Coordinator of Director Education, Project STRETCH

# AMERICAN CAMPING ASSOCIATION
# PROJECT STRETCH
# PARENT SURVEY

The purpose of this survey is to determine the expectations which parents have regarding the training given to camp directors. It is not necessary that your children have gone to a residental camp for you to complete this questionnaire. Answers given by parents with children who have gone to a residential camp will be compared to those of parents whose children have not gone to camp. If you have a handicapped child, please answer all questions with the child in mind. All answers are valuable; all answers will be kept strictly confidential. It is not necessary for you to give your name when completing the questionnaire. To return, simply use the self-mailer. No postage is necessary.

Check the statement which applies to the way you will be responding to this survey:

☐ As the parent of a handicapped child who has not been to residential camp.
☐ As the parent of a handicapped child who has been to residential camp.
☐ As the parent of a non-handicapped child who has not been to residential camp.
☐ As the parent of a non-handicapped child who has been to residential camp.

Part I:

Directions: Listed below are thirteen areas in which a camp director might receive training. How important do you think it is for the director of a camp to which you would send your child to receive the following training? Please circle the number that best represents your answer. The lower numbers indicate little or no importance. The higher numbers indicate much importance. Please add any comments you may have.

| 1. A camp director should know how to: | Not Important | | | | Somewhat Important | | | | | Very Important |
|---|---|---|---|---|---|---|---|---|---|---|
| ☐ A. Respond to the growth and development needs of campers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ B. Recognize his/her strengths and weaknesses as a camp director. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ C. State and explain his/her philosophy of camping. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ D. Design an appropriate camp program to serve all camper's needs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ E. Set up the camp's organizational structure. (e.g., staffing, site management, etc.) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ F. Determine the necessary qualifications for staff members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ G. Recruit, train and supervise staff. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ H. Establish and supervise health and safety in camp. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ I. Establish procedures and supervise food service in camp. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ J. Develop and supervise camp site and facilities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ K. Establish and supervise the camp business operation and finances. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ L. Develop a plan for interpretation of values of the camp to prospective campers and their parents. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ M. Prepare a complete evaluation plan for the camp program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☐ N. Deal sensitively with the needs of handicapped campers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

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OVER – PLEASE COMPLETE BOTH SIDES OF THIS FORM

2. Now choose the three (3) areas from the list above which you feel are the most important for a camp director to be trained in. Put a 1, 2 or 3 in the box in front of those areas. (Note: only three areas should have a number in front of them.)

3. What three (3) questions would you like to ask the director of your child's camp about his/her training to be a camp director?

A. ______________________________

B. ______________________________

C. ______________________________

**Part II:**

**For the following questions, please indicate how important it is to you, as a parent, that the director of a camp to which you send your child has the qualifications or training listed. Use the same scale you used in Part I. Please add any comments you may have.**

1. How important is it to you, as a parent, that the camp director of your child's camp:

| | Not Important | | | | Somewhat Important | | | | | Very Important |
|---|---|---|---|---|---|---|---|---|---|---|
| A. Has had previous experience as a camp director. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| B. Has a college degree. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| C. Has taken college courses on camping or has a degree in camping, outdoor education or a related field. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| D. Has taken college courses on working with handicapped children or has a degree in special education, therapeutic recreation or a related field. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| E. Be over 21 years old. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| F. Be over 25 years old. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| G. Be certified as a camp director by a nationally recognized agency such as the American Camping Association or the Boy Scouts of America. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. How important is it to you that you receive information about the training of the director of your child's camp? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. How important is it to you to meet the camp director before choosing a camp for your child? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. How important is it to you if the camp director adheres to a policy of mainstreaming? (i.e., integration of handicapped campers with non-handicapped campers.) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5. Please add any comments you may have:

______________________________

______________________________

Thank you for assisting Project STRETCH by completing this survey. Would you please send it to Project STRETCH's evaluator,

Hawkins & Associates
804 D Street, N.E.
Washington, D.C. 20002

3

You may use the enclosed mailer to return the survey.

APPENDIX B: -

# PROJECT STRETCH
## Dissemination and Utilization Plan

As part of Project STRETCH's major project objectives, a series of twelve deliverables has been produced. These publications have been designed to enhance service to disabled campers by providing pertinent information to camp directors, both those who are members of the American Camping Association and those who are not. It is hoped that through the availability and use of these materials, the quality of camping experiences for the nation's disabled populations will be improved. Titles in the series include:

- Camp Director Education Curriculum Guide
- Managerial Trainer Guides:
    - Health and Safety Managerial
    - Business and Finance Managerial
    - Food Service Managerial
    - Site and Facilities Managerial
- Perspectives on Camp Administration
- Making Effective Workshops Happen
- Awareness Workshop Resource Packet
- Managerial Guide - Handicapped
- Home Study Guide on Serving the Disabled

In order to achieve maximum dissemination of these deliverables, the following production, dissemination and utilization strategies are suggested. (Dissemination suggestions made by the Project STRETCH Advisory Committee have been incorporated in this plan.)

## I. Production Strategies

### A. Publishing

At the present time, the STRETCH deliverables are available separately through the American Camping Association's publishing network. The materials are being typeset in a double column format which has substantially reduced their bulk. Prices are in the moderate range.

The feasibility of publishing several of the publications in a package should be explored. Perspectives on Camp Administration, Making Effective Workshops Happen, the Awareness Workshop Resource Packet might provide a basic instructional package for camp directors who are interested in serving disabled campers, whether or not they are currently members of ACA. The materials should enable the camp director to find the answers to common concerns regarding the effective integration of campers with disabilities into the regular camp program, and should provide information and approaches which could be used for staff orientation and training. The possibility of offering a discounted price for the package should be explored.

**It is recommended that the Managerial Guide on Serving the Handicapped** be developed in a manner consistent with the other four managerial guides. Consistent packaging may help to promote the use of the guide by ACA sections offering educational opportunities related to camping for individuals with disabilities to their membership.

It is hoped that all materials developed through Project STRETCH will continue to be included in ACA Publications Catalogues and to be offered to ACA members and non-members at moderate prices.

B. Interest Survey

The primary audience for the STRETCH materials is ACA-member camp directors and administrators interested in offering or improving camping opportunities for persons with disabilities. Secondary audiences could include non-ACA camp directors, ACA section or other agency personnel responsible for providing educational opportunities for camp directors and college and university educators offering courses for students in camp director/camp administration courses. To further define potential audiences and to obtain feedback on packaging of the materials and their perceived uses, an interest survey should be conducted.

The interest survey instrument should be designed to answer the following questions:

- Who might be interested in purchasing the materials?
- Would specific publications appeal to a wider audience than others?
- How would the potential buyer anticipate using the materials?
- Is the respondent interested in any educational opportunities which may utilize STRETCH materials as texts or resources?
- If the respondent is not interested in the materials, is there a reason why not?

The survey instrument should be one which can be folded, stapled and returned to the project staff by the respondents; there should be a business reply postage permit stamp so that the respondent does not have to pay for postage.

Analysis of the interest survey results should be made to determine if a particular group of respondents expresses greater interest in the materials, whether there is more interest in one, or several, of the publications over the others, approximate numbers of each item which respondents might purchase, and how they might be used. Additionally, information from respondents not interested in the materials should be analyzed to see if there are obstacles to possible purchase which can be removed.

## II. Dissemination Strategies

Results of the interest survey described above can be used to define potential audiences and to determine which aspects should be highlighted in the promotion of the STRETCH materials to appeal to those audiences.

Suggested strategies for dissemination of information about the publications and training programs offered by Project STRETCH and ACA are described below.

A. Brochures and Fact Sheets

A simple way to provide information about newly developed publications is to develop a brochure or fact sheet which will report project goals and highlights, product titles and descriptions, and their intended use. An order form for easy purchase of the materials should be a part of both brochures and fact sheets. A brochure could be used in a variety of ways including direct mail campaigns, in conjunction with presentations made on the national, state or local levels, with exhibits of the materials, and in response to requests for information about the project. Additionally, persons involved in providing educational opportunities for camp directors can be encouraged to disseminate brochures to trainees or with pre-registration materials.

Fact sheets present the same type of information as the brochure in a brief form. The shortened format allows fact sheets to be tailored to a specific audience or to highlight different aspects or uses of the materials as needed. Fact sheets can be used in the same ways as brochures, but do not lend themselves to self mailing. The sheets can, however, be used as advertising copy for submission to appropriate magazines and other publications used by the target audience.

Specific strategies related to the use of brochures and fact sheets which might be used by Project STRETCH include:

- The fourth (final) Project Bulletin should be widely distributed to all target audiences—camp directors and organizations interested in providing camping opportunities for disabled individuals, camping associations including those in foreign countries, college and university educators, etc.
- A brochure describing ACA's interest and efforts in the area of camping for persons with disabilities could be developed for use after Project STRETCH's activities have drawn to a close.
- A letter of announcement about the STRETCH program and materials could be developed and distributed to all national organizations serving handicapped individuals and national youth-serving agencies or denominations which might provide camping experiences for all children and adults.
- The ACA publications departments should be asked to disseminate flyers listing an annotated description of all STRETCH materials to college and university educators.
- The ACA publications department should be asked to develop an advertisement (or fact sheet to be used as an ad) on educational opportunities which are part of the STRETCH inservice program.

- ACA could also explore exchanging advertising with other organizations to promote educational programs and resources which have resulted from Project STRETCH.

- Fact sheets on other materials developed by the project should be included with orders of project publications (i.e., a fact sheet on Making Facilities Accessible could be included with all copies of Perspectives on Camp Administration ordered).

## B. Press Releases and Journal Articles

Press releases and journal articles provide a mechanism for reaching a large number of potential buyers without contacting each consumer personally. Press releases should focus on the new release of STRETCH materials and their applicability to a variety of camp and camp director education settings. The press release should be written in a format which can easily be inserted into newsletters published by ACA sections, other camping organizations, national organizations serving disabled persons, national youth-serving agencies, various religious denominations and other appropriate organizations and associations. If possible, the press release should be accompanied by a copy of the Project Bulletin so that the newsletter publishers or editors can learn more about the materials. As with any press release, releases regarding the project deliverables should be concise, tightly edited, and contain as much factual information as possible in one or two paragraphs. If the press release runs longer than this, the most important information should be contained in the beginning of the release.

Journal articles provide another means of presenting information about the project and its products to appropriate audiences. An article allows the authors greater flexibility in describing the project goals, activities and materials produced. Again the information presented should be factual and concise but should work to spur the reader's interest in the materials. Articles should be submitted to specific journals read by the target audience (Therapeutic Recreation Journal, Journal of Leisure Research). Similar articles could be written for submission to magazines read by target groups (Camping Magazine, Parks and Recreation, AAPHER&D publications). Each article should be tailored to appeal to the primary audience for the publication to which it is being submitted.

## C. Presentations and Exhibits

An effort should be made to promote the STRETCH materials through presentations made by project staff or other appropriate persons and through exhibits of the materials on national, state and local levels. One method of achieving this is to make presentations about the project at national conventions and conferences attended by potential users of the materials. These could include the ACA convention and other regional ACA events, NRPA, AAPHER&D, CCI, and other conventions sponsored by camping organizations and agencies which serve individuals with disabilities. Similar presentations should be made on the state level if at all possible. Information which should be included in presentations to user groups includes:

- How the materials apply to the audience;
- ~~The process involved in developing the materials;~~
- How the publications can be used;
- Procedures for obtaining copies of the materials.

Another strategy for dissemination of information about the manuals is to present exhibits of the materials and information about Project STRETCH. Such exhibits can be used to supplement presentations described above or can be designed to stand alone. The exhibits should contain copies of all publications, brochures, fact sheets, any audio-visual presentations or photographs and other pertinent materials developed in conjucntion with the project. Information on training or educational events related to serving disabled campers should also be available. Displays of STRETCH materials and programs should be set up at all ACA educational events, as well as any of the national or state conventions listed above.

## III. Utilization Strategies

In order to promote the widest use of the STRETCH publications, it will be necessary to obtain continual feedback from at least a sample of users. This feedback can also be used to determine necessary changes and updates in the materials.

### A. Feedback from Program Participants

As the STRETCH materials are used in ACA Managerials, Home Study Courses, and other camp director training events, it will be important to solicit feedback from both trainers and trainees regarding the materials. Questions regarding the format, usefulness and practicality of the publications should be included in the evaluation of these training sessions, and the results of these evaluation questions should be reported to project staff for analysis. Copies of specific publications could also be sent to potential users for review (i.e., Making Effective Workshops Happen could be sent to new ACA National Consultants; the Managerial Guides could be sent to ACA Section Leaders for use and feedback). Colleges and universities could be contacted to determine whether home study courses developed by Project STRETCH could receive a CEU rating. Users of these materials could then provide added feedback to project staff.

### B. User-Response Questionnaire

Another strategy for obtaining feedback from the users of the materials is to include a user-response questionnaire in at least a sample of all copies disseminated. The questionnaire should be used to answer the following questions:

- Who are the users of the materials?
- Have the users purchased (or used) only one publication, or several?
- How are the materials being used?
- Are the contents and format appropriate for use?

- **Are there changes which could be made to improve the materials and their effectiveness?**

Results of the questionnaire should be analyzed on a periodic basis, and recommendations on improvements, format changes and implications for production and dissemination should be made. As with the interest survey described above, the respondent should not have to pay postage in returning the questionnaire. Response is facilitated by designing the questionnaire in such a way that it can simply be folded, stapled and returned.

# PROJECT STRETCH
## Final Evaluation Project Report
June 1981 - May 1982

The following report outlines and summarizes the major accomplishments by Project STRETCH staff and Hawkins and Associates, Inc. during the project's third year of operation. Accomplishments are detailed by objective; summaries are provided. A third-party overview of project accomplishments is also included.

### Major Objectives and Accomplishments

Objective A: Develop and implement a comprehensive plan for the conduct of a national inservice training program.

### Major Accomplishments

- Information on Project STRETCH and its accomplishments was published in Camping Magazine.
- Questions on the interest and appeal of STRETCH training events were included in a preliminary interest survey intended to reach non-ACA camp directors/administrators.
- Training materials, designed for use in inservice training for camp directors, have continued to undergo revisions by project staff, subcontractor, the Advisory Committee and outside experts during Year III.
- A new comprehensive delivery system for conduct of ACA camp director inservice training programs has been developed as a result of the Project and will be operationalized as part of ACA's Educational Services Delivery System after the Project ends.
- Information on Project STRETCH was made available at the 1982 ACA convention in New York. Hawkins and Associates representatives attended the convention in order to meet with project staff and to help disseminate information on the Project.
- A final Project Advisory Committee meeting was held in Bradford Woods, May 14-16. Hawkins and Associates staff representatives attended this meeting to present the final evaluation report.

### Summary

Project staff has continued to monitor and refine the plan for conducting a national inservice training program through ACA. A vehicle for continued implementation of this plan for more standardized camp director training has evolved as a result of the project. Efforts have been made to increase the amount of information available about the Project, to include non-ACA as well as ACA audiences. Throughout the implementation of training, development of materials and dissemination of information, there has been continued emphasis on the importance of including information on provision of services to campers with disabilities.

Objective B: Assess the current status of inservice training programs.

Major Accomplishments

- Project staff attended the Camping and Diabetes Conferences sponsored by the American Diabetes Association.

- A survey to assess the impact of attendance at Year II CDIs on camp directors/administrators was conducted by Hawkins and Associates. The survey was based on that conducted to assess the impact of Year I CDIs, but surveyed only participants (rather than camp director supervisors and staff).

- A similar survey was conducted by Hawkins and Associates to assess the impact of non-ACA sponsored camp director training events on participants. Events included were those attended by project staff in Year II, and the Camping and Diabetes Conferences sponsored by the American Diabetes Association in Year III.

Summary

Activities in this arena have moved from monitoring of national inservice training to assessing the impact of that training on participants. Based on self reports, the impact assessments included specific questions related to training regarding special populations, and the current level of service to disabled campers. These questions included whether service levels have increased or decreased, and whether such changes could be attributed to STRETCH or other training on serving disabled campers.

Objective C: Determine appropriate competency-based content and systems for camp director inservice training:

1. Formulate competencies and content;
2. Determine delivery system

Major Accomplishments

- A variety of training formats and approaches, based on competencies identified in years I and II, continued to be offered by the Project.

- The competency self-report questionnaire was revised slightly during Year III to reflect revisions in the core competencies.

- The effectiveness of the training in each competency area **continued to be assessed using participant self-report** forms (see objective B).

- Implementation of a new training format, "An Awareness Workshop on Camping for the Disabled" was developed and piloted at several locations around the country.

- During Year III, a major revision to the ACA delivery system for camp director education was proposed to facilitate work on camp director education after the close of project activities.

- Questions on competency based training were again included on the Interest Survey developed by Hawkins and Associates to determine non-ACA audiences for Project STRETCH materials and training programs.

Summary

Provisions of appropriate, competency-based training materials for camp directors has continued to be a major concern of project staff during Year III. A variety of training methods continue to be offered. In addition, attention has been given to an ACA Educational Delivery System which will continue efforts in this area after the Project ends.

Objective D: Develop new instructional material to be used at Camp Director Institutes.

Major Accomplishments

- As a result of Project STRETCH activities, a variety of new instructional materials were developed. These included:
  - Trainer Guides—Food Service Managerial; Health and Safety Managerial; Business and Finance Managerial; Site and Facilities Managerial
  - Making Camp Facilities Accessible
  - Trainer Guide—Providing Camping Services to Persons with Disabilities
  - Making Effective Workshops Happen
  - Awareness Workshop Resource Packet: Serving Persons with Disabilities
  - Student Home Study Guides

- Hawkins and Associates staff has worked in close conjunction with project staff to effect an expert review of the materials by key personnel in the fields of camping and working with persons with disabilities.

- A Materials Review Form was developed by Hawkins and Associates staff.

- Hawkins and Associates staff have reviewed STRETCH materials and submitted their comments and suggested changes to project staff as part of the review process.

## Summary

Materials development and refinement has been a primary focus during the third and final year of project activity. Materials developed have undergone specific review procedures as outlined in the Year III Evaluation Plan. Both Hawkins and Associates and project staff have played active roles in this review process. The materials have undergone some field testing in training sessions conducted by the project or have been worked through by experts in the fields of camping and/or working with persons with disabilities.

Objective E: Train the instructors of the inservice programs.

## Major Accomplishments

- Orientation for trainers was conducted as part of the new ACA Section Presidents Fall Workshops, Educators Symposium at the ACA National Convention, and as part of the orientation for Section Leadership Chairpersons during the National Convention.
- Internal evaluation of all events was conducted by project staff.

## Summary

A variety of approaches to training those responsible for conduct of camp director educational sessions has been utilized during the three years of the project. Changes in format have been made based on formal and informal evaluation feedback. As a result of in-course changes based on formative evaluation, by the end of Year III, training offered instructors was more consistent than that offered earlier on.

Objective F: Conduct a series of national inservice training programs.

## Major Accomplishments

- One Camp Director Institute, training 45 persons, was held during Year III.
- Ten ACA sections offered managerial workshops, training 230 camp directors.
- Basic Camp Director Education courses were piloted at five sites, training 64 persons.
- Twenty-seven persons were enrolled in Home Study courses.
- Newly developed Awareness Workshops focusing on camping for persons with disabilities provided training for 252 participants.
- Internal evaluation of all training events was made by Project Staff, based on procedures established during Years I and II.

## Summary

Camp director inservice training programs offered during Year III have included components on meeting the needs of campers with disabilities. This information has been incorporated into materials developed for use in these training events. A wide variety of training formats has been offered, to meet the needs of as many camp directors as possible.

Objective G: Publish a trainers guide, inservice curriculum and a book of selected readings and resources.

- During Year III, both the Camp Director Education Curriculum Guide (trainer's guide and inservice curriculum guide) and Perspective on Camp Administration: A Book of Readings were published, along with a variety of related project materials (see Objective D).

## Summary

As described under Objective D, publication of these resources has been a primary focus of project activity during Year III. Careful review and revision of previous drafts took place prior to publication so that the materials could best meet the needs of intended audiences. Appropriate information on serving disabled individuals in the camp setting has been infused throughout both publications.

Objective H: Develop a dissemination plan and analyze the utilization of inservice training materials and programs.

## Major Accomplishments

- A Preliminary Interest Survey designed to determine non-ACA interest in project materials and training programs was designed by Hawkins and Associates staff and submitted to project staff for dissemination when materials are readied for publication.
- A detailed dissemination plan was developed by Hawkins and Associates staff and submitted to project staff. The plan incorporated suggestions on dissemination made at the Project Advisory Committee meeting in May.

## Summary

Development of appropriate dissemination and materials has been a project concern throughout the three years of project activity, although such plans have been finalized in Year III. Both formal and informal have been employed to obtain information from potential user audiences which will ensure the best use of programs and materials developed by Project STRETCH.

Objective I: Conduct a thorough evaluation and report on the inservice training program.

Major Accomplishments

- Evaluation of project activities has been conducted by the subcontractors, Hawkins and Associates, Inc. Major evaluation tasks are outlined above and in the Summary of Evaluation Activities, Year III.
- Major reports submitted to project staff by Hawkins and Associates, or given in presentation to the staff and Advisory Committee have included:
  - Impact of Year II CDI Attendance on Camp Directors/Administrators
  - Impact of Non-ACA Sponsored Camp Director Training Events on Camp Directors/Administrators
  - Dissemination Plan
  - Third Party Evaluation of Project Progress/Final Evaluation Report.

Summary

All phases of project activity have been evaluated throughout Year III, following recognized evaluation procedures. Particular attention has been paid to the assessment of the perceived impact of ACA and non-ACA camp director training events on participants, with an emphasis on training related to provision of camping experiences for individuals with disabilities and to the review and revision of project materials.

Third Party Evaluation, Project STRETCH, Year III

The following comments are submitted by Hawkins and Associates, Inc. in our role as third party evaluators to Project STRETCH.

Project STRETCH staff, in conjunction with the American Camping Association has met the objectives set forth in the STRETCH project proposal. Furthermore, these objectives have been accomplished in such a way that the continuation of project through the newly developed ACA Educational Services Delivery System has been recommended and endorsed by the Project's National Advisory Committee.

A wide variety of camp director educational programs has been conducted and evaluated by the Project, in an effort to determine the best vehicle for training camp directors to better meet the needs of campers with disabilities in both specialized and mainstreamed camp settings. Through formal and informal evaluation procedures, the conclusion reached has been that a variety of different training formats are needed to meet the differing needs of camp directors. As a result, Project STRETCH has sought to infuse information on meeting the needs of disabled campers into all areas of ACA camp director education (i.e., Camp Director Institutes, Managerials, Home Study, etc.) as well as through specialized Awareness Workshops offered during Year III. This approach appears sound, and has increased the potential audiences who may now come in contact with this information. It is hoped that the Awareness Workshops being piloted in Year III will continue to be offered by ACA as a means by which interested camp directors can learn more specifically how they can best incorporate disabled campers into their programs.

As part of the evaluation of inservice training programs, STRETCH has attempted to assess the impact of ACA Camp Director Institutes and non-ACA sponsored educational events on participants. While it must be understood that information of this nature is highly subjective, indications have been that there is an interest in continued training in meeting the needs of disabled campers, especially among camp directors who have mainstreamed these individuals (rather than offering specialized programs). During Year III, a further attempt was made to measure the impact of STRETCH, and other training related to handicapped campers, through questions on whether such training has impacted on decisions to increase or decrease the number of disabled campers served. At this point, no such measurable impact has been made. It should be noted that measurably increasing the number of disabled campers served is not a STRETCH objective. It is recommended, however, that if possible these questions be asked again approximately three years after training (rather than one year after) to determine possible impacts after decisions have had time to be implemented.

STRETCH has developed and produced a number of project deliverables which should have a substantial impact on the camp director community. All of these publications have incorporated appropriate information on serving disabled campers, although some are more specifically related to this subject than others. These publications, designed for use within the ACA educational system should impact favorably on users, whether or not they currently serve disabled individuals. By incorporating this information into more general camp director education materials, it is hoped that more camp directors will become aware of the needs of disabled campers who may wish to attend their programs.

STRETCH materials more directly related to meeting the needs of campers with disabilities should provide answers to specific questions raised by camp directors offering both specialized and mainstreaming camping opportunities. It is hoped that ACA will continue to offer these publications and to incorporate these materials into ACA sponsored training events after the close of project activities.

It is also hoped that the American Camping Association will continue to work with other agencies offering camp director training or working with disabled individuals to promote camping for all persons with disabilities. Project STRETCH activities have been effective in this area, it is hoped that these activities will continue. Dissemination of STRETCH materials should include these non-ACA audiences as primary targets to facilitate widest possible dissemination of information on camping for disabled individuals.

# SUMMARY OF EVALUATION ACTIVITIES
## JUNE, 1981 - MAY, 1982

During the period of time June, 1981-May, 1982, the following tasks have been undertaken by the subcontractors, Hawkins and Associates, Inc. in conjunction with Project STRETCH activities. These tasks are further described, in perspective with all project activities, in the complete Project Report for Year II.

- In June, Hawkins and Associates staff prepared a survey instrument to be used to assess the impact of attendance at Year II CDIs on camp directors/administrators. The survey was based on that used to evaluate the impact of Year I CDIs the previous year.
- The survey instrument was approved by project staff and was printed and disseminated to Year II CDI participants in early July. A follow-up letter was sent to non-respondents in August to improve the rate of response.
- In July, a second survey instrument was developed by Hawkins and Associates staff to obtain information of the impact of training events for camp directors not sponsored by the American Camping Association. The instrument format followed that of the Year II CDI survey, with some modifications so that results could be compared more easily (although direct comparisons were not to be made because of the limited survey population and subjective nature of the questionnaire.
- The survey instrument was approved by project staff and was disseminated in August to camp directors identified by project staff as having attended non-ACA sponsored training in 1980/81.
- Also in August, a decision was made by project staff to delay the development of an interest survey on Project STRETCH deliverables until the items to be included were closer to final form. A sample interest survey and suggestions for dissemination were designed by Hawkins and Associates for use by project staff at a later time.
- During the months of August-November, Hawkins and Associates worked in close conjunction with project staff to effect an expert review of the Project STRETCH deliverables. Initial telephone contact was made with persons identified by project staff, and written letters of agreement outlining specific review procedures were forwarded along with copies of the materials to be reviewed. Reviewed at this time were:
  - Four ACA Managerial Guides: Business; Site and Facility; Health and Safety; and Food Service.
  - The ACA Curriculum Guide.
  - Making Effective Workshops Happen and the Awareness Workshop Resource Packet
- A Materials Review Form was developed for use in reviewing the above materials.
- During the same period of time, Hawkins and Associates staff reviewed the Project STRETCH materials and submitted their comments and suggested changes to project staff as part of the review process.

- In September and October, Hawkins and Associates staff worked with project staff to develop a media proposal for the development of a series of Project STRETCH film strips and a videotape for working with parents of handicapped children.

- In September, an Evaluation Summary of the results of the survey of CDI Impact on Camp Directors/Administrators was submitted to project staff for approval.

- In November, the results of the second survey effort, the Impact of Non-ACA Sponsored Training Events on Camp Directors/Administrators was submitted to project staff.

- Early in January, 1982, a six-month evaluation summary of activities conducted by Hawkins and Associates staff during June, 1981-December, 1982, was submitted to project staff.

- In February, telephone consultation with project staff outlined evaluation efforts to be undertaken by Hawkins and Associates for the remainder of the project year. It was agreed that project staff would provide Hawkins and Associates with evaluation results of any ACA training events to be evaluated by the time of the Advisory Committee Meeting in mid-May.

- Hawkins and Associates staff representatives attended the ACA Convention in New York, March 4, 1982, in order to meet with project staff and to help disseminate information on Project STRETCH from the project booth in the Exhibit Hall.

- In April, a packet of information containing the major reports on survey results compiled during Year III and the Summaries of Evaluation Activities for Years I, II and III was compiled and sent to members of the Project STRETCH Advisory Committee for their review prior to the Advisory Committee Meeting, May 14-16, 1982.

- Hawkins and Associates staff representatives attended the Project STRETCH Advisory Committee Meeting, May 14-16 in Bradford Woods. At that time, an oral presentation on Year III Evaluation Activities and on the activities undertaken during the three years of the project was made, along with suggestions for further activities which might be considered by ACA for the improvement of camping opportunities for children with disabilities.

- As a final evaluation activity, a Third Party Evaluation and the evaluation section for the Project STRETCH Final Report were submitted to project staff at the close of Year III.

Dear Friend:

Your camp director/administrator attended an American Camping Association Camp Director Institute this year. As the evaluator, Hawkins & Associates wishes to determine the impact of the ACA training on the participants. Your answers will enable us to pinpoint the strength and weaknesses of the training institutes and to evaluate their effectiveness in improving camping services.

Would you please complete the following questionnaire within the week and send it to Hawkins & Associates, 804 D Street, N.E., Washington, D.C. 20002.

Enclosed is a Project STRETCH pen which you may keep after completing the survey.

Thank you for your assistance in this project of national significance.

Sincerely,
Sue Stein /s/
Sue Stein
Coordinator, Director Education/Project STRETCH/American Camping Association

1. A. What is your relationship to the camp director?

☐ Supervisor ☐ Staff member

B. Did you have the same relationship to the camp director (staff or supervisor) last year (1979) as you do this year (1980)?

☐ Yes ☐ No

Circle the number which best represents your answer. Please add comments.

2. To what extent was the camp director able to:

| | No Ability Demonstrated | | | Average Ability Demonstrated | | | | Outstanding Ability Demonstrated | | |
|---|---|---|---|---|---|---|---|---|---|---|
| A. Identify the characteristics and needs of the population your camp serves. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| B. Assess his/her strengths and weaknesses as a director. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| C. State and explain his/her philosophy and objectives. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| D. Design and appropriate camp program to all campers' needs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| E. Design an organizational structure consistent with the camp's philosophy, objectives and program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| F. Determine the necessary qualifications for staff members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| G. Recruit, train and supervise staff to implement the camp program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| H. Establish and supervise health and safety in camp. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| I. Establish procedures and supervise food service in camp. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| J. Develop and supervise camp site and facilities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

OVER - PLEASE COMPLETE BOTH SIDES OF THIS FORM

BEST COPY AVAIL

2. (Continued) To what extent was the camp director able to:

| | No Ability Demonstrated | | | | Average Ability Demonstrated | | | | Outstanding Ability Demonstrated | |
|---|---|---|---|---|---|---|---|---|---|---|
| K. Establish and supervise the camp business operation and finances. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| L. Explain the values of the camp to prospective campers and their parents. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| M. Prepare and implement a complete evaluation plan for the camp program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| N. Deal sensitively with the needs of handicapped campers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3. Impact of Camp Director Institute training of your camp director:

A. Impact on staff: ☐ Positive ☐ Negative ☐ Uncertain
Please explain:

B. Impact on campers: ☐ Positive ☐ Negative ☐ Uncertain
Please explain:

C. Impact on parents: ☐ Positive ☐ Negative ☐ Uncertain
Please explain:

D. Other Impacts: ☐ Positive ☐ Negative ☐ Uncertain
Please explain:

Thank you for assisting Project STRETCH by completing this survey. Would you please return it to Project STRETCH's evaluator, Hawkins & Associates, 804 D Street, N.E., Washington, D.C. 20002.

You may use the enclosed mailer to return the survey.

Please note the name of the individual from your camp who attended the Camp Director Institute:

# PROJECT STRETCH

## CDI IMPACT SURVEY SUMMARY

## YEAR I

A total of 37 responses were received from camp directors trained at ACA Camp Director Institutes, 1979-80, for a reponse rate of 57 percent. The response rate for Model A participants was 86 percent (12 responses); for Model B participants, 47% (24 responses). One respondent returned the survey packet, indicating that she had taken a post as Outdoor Program Director for the Greater Boston Area Girl Scouts since receiving training.

### Part I: Background Data

A greater percentage of camp directors attending the Model B Institutes received certification (75%) than those attending the Model A (33%), and Model B trainees attended a greater variety of additional camp director training events. Half of the Model B participants were involved in other types of training during 1979-80. These included: ACA National Convention (4 responses); ACA Managerials in Food Service (2) and Business (2); other ACA conferences, training by Sections, and day camp workshops (5); and training by other agencies (National Camp School, Boy Scouts (1), YMCA workshop in counselor training (1), American Lutheran Church training (1), National 4-H Camp Director Conference (1), and "Use of the Bible in Camp Settings" (1)). Two of the Model A participants (16%) took part in other camp director training: Pre-sources (San Francisco Bay Girl Scouts) and ACA visitor training (1) and ACA Convention sessions and EMT (1).

The majority of respondents served as director/administrator of their camp in both 1979 and 1980 (A - 75%; B - 92%) and served in the same camp both years (A - 83%; B - 92%). Including 1980. Model A trainees had served an average of 4.6 years as a CD (range 0-21 years). Model B respondents had served an average of 8.9 years (range 1-24 years).

All respondents indicated that the camp in which they worked in 1980 was an ACA accredited camp. Table I below indicates the types of camps in which trainees were employed:

Table I: Question 2D -- Is your 1980 camp:

| | Model A | Model B |
|---|---|---|
| 1. An ACA accredited camp? | 100% | 100% |
| 2. Private/independent? | 33% | 42% |
| Church? | 8% | 17% |
| Organization? | 58% | 38% |
| Other? | - | - |
| 3. Day? | 8% | 29% |
| Residential? | 92% | 88% |
| Travel? | - | - |
| 4. Seasonal? | 67% | 67% |
| Year-round? | 33% | 33% |

Camp church affiliations specified by Model B respondents included Methodist, American Lutheran Church, Presbyterian, and Eastern Orthodox. Camp organizational affiliations cited by Model A respondents were Girl Scouts (4), YWCA (2) and a school board; Model B trainees cited YMCA (4), Girl Scouts (2) 4-H, Boy Scouts, and the United Way. Four Model B trainees and one Model A participant served as director of both residential and day camps. Three-fourths of the residential camps directed by Model A CDs and 62 percent of those directed by Model B participants were seasonal in nature.

Two-thirds of the camps directed by Model A CDs included handicapped campers in their camp population, primarily in mainstreamed settings (one respondent served handicapped campers in segregated and mainstreamed programs); handicapped campers were not actively recruited, except in one instance. Handicapped campers were served in 54 percent of the camps directed by Model B trainees, again primarily in mainstreamed programs. Two camps directed by Model B CDs served disabled individuals in segregated programs; handicapped campers were actively recruited in 36 percent of the camps offering mainstreaming opportunities.

Comments offered in relation to services for handicapped campers are given below:

### Model A

This year we wanted to have a unit within the camp made up of LD and/or EMR children with the idea that the unit would serve as "Home Base" and the girls would participate in many activities with other units. With low enrollment for this unit, instead we interviewed enrollees and decided to mainstream, as none had "serious problems" and there were so few.

We rent Camp Wesley for 6 weeks each summer to Camp Nuhop - they run a program designed for LD and B/D campers exclusively. For our own program we don't actively recruit handicapped campers. We do have some come, and they are mainstreamed.

Camp, at this point cannot accomodate wheelchairs. However, campers with other disabilities can be accomodated

### Model B

We are willing to accept handicaps which do not limit mobility, but did not have any registration.

Our camp co-sponsors a handicapped camp (2 weeks) with a local association. Occasionally 4-Hers attend with the handicapped; particularly in day camping.

Serving deaf and mentally retarded, emotionally disturbed.

Nine handicapped groups used our site providing their own director and staff. We provide a support staff and play an important role in planning and programming. Some of these groups are mainstreamed - all intermix with other groups in camp at some time.

Handicapped campers were actively recruited for special sessions for handicapped adults and youth.

Handicapped campers are not actively recruited. If they attend our camp, it is usually after a parent has called to find out the program operation.

## Part II: Training Impacts

Table 2 below indicates the extent to which CDI attendance affected the camp directors' abilities in 14 competency areas (low = 1, high = 10) and whether trainees feel they need additional training in these areas.

Table 2: CDI Effect and Need for Further Training, Model A and B

| | CDI Effect | | Further Training | | | |
|---|---|---|---|---|---|---|
| | | | Yes | | No | |
| | A | B | A | B | A | B |
| Identify the characteristies and needs of the population your camp serves. | 6.46 | 5.91 | 25% | 17% | 50% | 54% |
| Assess your strengths and weaknesses as a director. | 7.0 | 7.05 | 33% | 29% | 42% | 50% |
| State and explain your philosophy and objectives. | 8.54 | 7.52 | 17% | 17% | 50% | 58% |
| Design a camp program appropriate for: persons to be served; the camp's philosophy, goals and objectives and program. | 7.33 | 7.17 | 25% | 33% | 50% | 42% |
| Design an organizational structure consistent with the camp's philosophy, objectives and program. | 7.50 | 5.86 | - | 17% | 75% | 58% |
| Determine the necessary qualifications for staff members. | 7.38 | 5.17 | 17% | 12% | 58% | 63% |
| Recruit, train and supervise staff to implement the camp program. | 7.0 | 5.78 | 50% | 25% | 25% | 54% |
| Establish and supervise health and safety in camp. | 6.83 | 4.95 | 8% | 25% | 58% | 50% |
| Establish procedures and supervise food service in camp. | 6.46 | 4.52 | 33% | 29% | 50% | 45% |
| Develop and supervise camp site and facilities. | 6.33 | 4.90 | 33% | 29% | 42% | 45% |

Table 2 (con't.)

| Competency | CDI Effect | | Further Training | | | |
|---|---|---|---|---|---|---|
| | | | Yes | | No | |
| | A | B | A | B | A | B |
| Establish and supervise the camp business operation and finances. | 5.92 | 4.86 | 33% | 37% | 33% | 37% |
| Develop a plan for interpretation of the values of a camp to prospective campers and their parents. | 7.0 | 5.82 | 42% | 12% | 33% | 63% |
| Prepare a complete evaluation for the camp program. | 6.68 | 5.82 | 25% | 25% | 50% | 50% |
| Deal sensitively with the needs of handicapped campers. | 6.86 | 4.21 | 17% | 37% | 50% | 42% |

Based on camp director self-report, ACA CDIs appear to have been most effective in the more philosophical aspects of training: expressing a camp philosophy, assessing CD strengths and weaknesses, and interpreting camp values. In general, Model A trainees indicated that training had more effect on their performance than did Model B participants. However, in assessing training impact, it should be noted that Model B training did not cover health and safety, food service, site and facility or business and finance, all of which received relatively low impact scores. Model B respondents indicated that training did not greatly affect their ability to deal sensitively with the needs of handicapped campers. A slightly higher score is obtained if only responses from CDs who served disabled campers are counted (4.76), although half of the Model B trainees did not serve this population; this may account for the low impact score received.

For the most part, CDI participants indicated that their training needs were met by the Institutes, especially in the area of camp organizational structure design. Although Model A participants indicated that training related to staff recruiting and supervision impacted positively on their performance, they show a desire for further training in this area.

## Part III: Impacts

The primary benefit described by both Model A and Model B participants was the opportunity to exchange ideas and share exeriences with other camp directors (A - 7; B - 24 ). In this respect, informal exchanges and fellowship resulting from group discussion and the extended training experience were seen as extremely effective, providing emotional support for camp director efforts and personal motivation. Other benefits described included:

Model A

organization of camp plan, goal setting (5)
seeing another camp (1)
identifying staff needs (1)
developing site and program (1)
food planning (1)

Model B

staff recruitment (1)
defining problems, remediation (1)
personal relations (1)
major areas of camp planning (1)
seeing another camp (1)

No two camp directors responding to the survey served handicapped campers in the same way. The majority of those who provided camping opportunities for disabled individuals did so through mainstreaming with non-disabled campers. Program descriptions are give below:

Model A

1 deaf girl in a 12-day ten camping session with 20 boys and girls, 2 asthmatic children in a 12-day session with 15 boys and girls taking care of farm animals

Model B

1000 campers served--2 deaf staff and deaf couple as resource persons, 16 deaf campers, (1 week session), 70+ mentally retarded (1 week session), 1 deaf couple in family camping

Model A (con't)

1 mildly retarded and 1 emotionally impaired girl out of 450 served in a 1 week unit

in 3 sessions a total of 6 mentally retarded or learning disabled girls out of 181 served

1 blind camper mainstreamed with 30 campers

2 physically impaired, 1 deaf camper out of 550 served

Model B (con't)

1 CP, 4 EMR in 14-day session with 150 campers

1 deaf camper in 2 week session with 100 others

3 LD campers with 115 others

2 MR campers -- 1 for 9 weeks with 50 others; 1 for 4 weeks with 30 others

1 deaf camper for 5 weeks with 170 other boys

13 MR, 6 hemophiliacs, 15 hearing impaired and 3 blind mainstreamed in 1 week sessions, 5 hemophiliacs mainstreamed for 2 weeks

1 MS, 2 asthmatics, 2 hyperactive mainstreamed with 145 others

In addition, three respondents indicated that they served mentally retarded, physically handicapped and deaf/blind individuals in special programs designed to accomodate specific handicaps.

Relatively few comments were given in response to question 3 -- If the camp population included any handicapped campers, give specific examples of how attendance at an ACA Institute helped you to repond to their needs as well as those of the entire camp population. Model A CDs cited general awareness of the needs of disabled campers and of Project STRETCH, knowing to have an emergency vehicle available at all times, and indicated that handicapped campers were "treated like anyone else" with special attention given at mealtime. While five Model B trainees indicated that attendance had no effect on their performance, others cited a greater sense of confidence and ability to do a good job, a record summer of service with no major incidents and much positive feedback, and help in planning and adapting normal camp activities to meet the needs and abilities of campers. Other respondents indicated that they "found that all people basically have same needs" (3).

Responses to question 4, requesting suggestions for additional CDI topics were varied. Model A participants indicated a need for more information on staff recruitment, training and supervision, suggesting that although these topics were covered in ten hours of lecture and discussion, more informatin was needed by trainees. Model A content related to staff development should be reviewed to assess whether changes should be initiated. Model B CDs expressed a desire for more information on budget and budget controls, funding and finance,and camp business management. These topics were not covered in the Institutes. Other topic suggestions included:

Model A

program options (2)
dealing with minorities, inner city children (1)
working with stress (1)
standards (1)
recruitment and advertising strategies (1)
PIC concerns

Model B

food service (2)
future program trends (1)
"ACA and You" section activity awareness (1)
running PICs (1)
salary studies (1)
lease/purchase of camps (1)
evaluation techniques (1)

Additional comments made by ModelA CDI participants reiterated the positive benefits resulting from attendance, especially those gained through sharing experiences with other camp directors. Comments cited by Model B trainees were, on the whole, positive, although several respondents indicated that the approach was too philosophical in areas where practical information was needed. More than one trainee commented that the Dean and staff could "make or break" the Institute.

## "FRIENDS" SURVEY SUMMARY

Camp directors who attended Model A and B CDIs were asked to have supervisors and three or four staff persons complete a short questionnaire designed to provide another measure of camp director effectiveness and the impacts of Institute training. A total of 64 responses were received -- 14 from supervisors and 50 from camp staff members. Most (supervisors, 86%; staff, 74%) indicated that they had the same relationship to the camp director in 1980 as in 1979. The summary below presents the respondents' indications of camp director ability in the 14 competency areas covered by the Institutes. Because of the low response rate, and because several respondents did not indicate the name of the camp director being evaluated, no attempt was made to separate Model A and Model B trainee evaluations. Ability scores range from 1 (low) to 10 (high).

| Competency | Ability Demonstrated | |
|---|---|---|
| | Supervisor | Staff |
| A. Identify the characteristics and needs of the population your camp serves. | 8.28 | 8.62 |
| B. Assess his/her strengths and weaknesses as a director. | 8.42 | 8.20 |
| C. State and explain his/her philosophy and objectives. | 8.92 | 8.52 |
| D. Design an appropriate camp propgram to all campers' needs. | 8.5 | 8.33 |
| E. Design an organizational structure consistent with the camp's philosophy, objectives and program. | 8.64 | 8.51 |
| F. Determine the necessary qualifications for staff members. | 8.57 | 8.56 |
| G. Recruit, train and supervise staff to implement the camp program. | 8.07 | 8.43 |

| Competency | Ability Demonstrated Supervisor | Ability Demonstrated Staff |
|---|---|---|
| H. Establish and supervise health and safety in camp. | 9.0 | 9.36 |
| I. Establish procedures and supervise food service in camp. | 9.0 | 8.57 |
| J. Develop and supervise camp site and facilities. | 9.07 | 8.94 |
| K. Establish and supervise the camp business operation and finances. | 8.07 | 8.85 |
| L. Explain the values of the camp to prospective campers and their parents. | 9.0 | 9.13 |
| M. Prepare and implement a complete evaluation plan for the camp program. | 8.2 | 8.63 |
| N. Deal sensitively with the needs of handicapped campers. | 8.16 | 9.03 |

In the next section, supervisors and staff indicated the impact of CDI training on director performance in terms of his/her dealings with staff, campers, and parents, and in other areas. Response options were "positive", "negative" and "uncertain", however no negative ratings were given:

| | Positive | | Uncertain | |
|---|---|---|---|---|
| | Super. | Staff | Super. | Staff |
| Impact on staff | 93% | 80% | 7% | 14% |
| Impact on campers | 100% | 70% | - | 24% |
| Impact on parents | 79% | 56% | 21% | 38% |

In relation to impacts on staff, supervisors indicated that the CD provided better supervision, was more self-assured, and demonstrated new training ideas. Increased communication between director and staff was observed. Staff respondents commented that the CD was more confident, open and sensitive to staff needs and problems. While some staff attributed director changes to CDI training, others stated that the CD was more experienced than the year before, and therefore could do a better job.

Supervisors noticed that the CDs implemented new program ideas and improved pre-camp communication with campers and parents as a result of CDI training. Staff comments indicated that training resulted in a more relaxed camp atmosphere in which the safety and needs of the campers came first. Directors seem to have made efforts to relate directly to campers, and to involve themselves in program activities to ensure closer contact.

While most directors did not have as much contact with parents as with staff and campers, supervisors indicated that CDs were better able to explain the camp program to parents following training, and staff reported good parent/camp relations in most cases.

Comments made by supervisors and staff on impacts in other areas reiterated the enthusiasm and concern for the total camp program demonstrated by the directors. Most of those responding commented on the outstanding abilities of the CDs, and the positive effects of their leadership on the camp program. Positive impacts were cited by 71 percent of the supervisors and 58 percent of the staff responding.

The overwhelmingly positive results of the "Friends" survey effort may indicate a degree of bias on the part of those who chose to respond and on the part of the camp directors as they distributed the surveys. However, the extensive comments made do provide insight into the effectiveness of CDI training in its direct impact on the camp organization and program offered. These positive effects are demonstrated in a number of ways -- increased CD confidence,.improved staff/director relations, and a more enjoyable summer for campers, staff and parents.

# PROJECT STRETCH

## IMPACT OF YEAR II CDI ATTENDANCE ON CAMP DIRECTORS/ADMINISTRATORS

In order to determine the impact of attendance at American Camping Association (ACA) Camp Director Institutes (CDIs) on camp directors/administrators receiving training during Project STRETCH's second year of activities (1980-81), an impact survey was conducted by the project evaluators, Hawkins and Associates, Inc. The survey instrument used was modeled on a similar questionnaire used to evaluate the impact of CDI attendance at training conducted during the project's first year of operation (1979-80). Several questions relating more specifically to the training impact on serving handicapped campers were added to the Year II survey instrument, at the request of the project staff. The Year II imapct questionnaire and cover letter are included in the appendix to this report.

The impact data summarized below was obtained as a result of the Year II survey effort. Where appropriate, responses are compared to results of the Year I impact survey, to further demonstrate the influence of attendance at a CDI on participants. It should be noted that in 1979-80, two types of CDIs were evaluated: Model A and Model B Institutes. In 1980-81, four CDIs were conducted, without the designation of Model A or B, reflecting changes in ACA camp director training programs. For ease in comparing Year I and II impact results, response percentages for Year I Model A and B Institutes will be averaged.

### Survey Sample

Questionnaires were sent to 71 camp directors/administrators who attended ACA Institutes during 1980-81 including seven persons who attended a recertification seminar. A follow-up questionnaire was mailed two weeks after the first surveys were sent. A total of 49 responses were received, for a response rate of 68 percent, as compared to a response rate of 57 percent to the Year I impact survey. Included in the 49 responses received were three responses from persons who did not complete the questionnaire because they were not camp directors or served on the Institute faculty in some capacity.

### Part I: Background Data

Fifty-five percent of the survey respondents received ACA certification as a result of CDI attendance; 54 percent of the respondents to the Year I survey received certification. Several of the Year II respondents (7 percent) who did not receive certification indicated that they did not apply for certification or were already ACA ceritfied camp directors.

Half of the Year II participants indicated they took part in additional camp director training during 1980-81. Training events identified included a variety of ACA sponsored events: managerials (business-4*, food service-6, maintenance-2, health and safety-1); standards visitors training (3); the Houston Convention (4); ACA Ranger Seminar (1); Springfield, MA Conference (1); and a Day Camp Symposium held at Bradford Woods. Non-ACA sponsored camp director training events cited by respondents included:

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*Numbers given in parentheses throughout this report refer to the number of times a particular response was given.

agency specific training (3); Christian Camping International regional institutes (3); seminars and courses related to the needs of handicapped individuals (2); nutrition seminars and food-handlers clinics (2); and Texas Association for Health, Physical Education and Recreation Outdoor Education Institute (1).

As in the Year I Survey, the majority of respondents served as director/administrator of their camp in both 1980 and 1981 (Year II—89 percent; Year I—83.5 percent) and served in the same camp both years (Year II—91 percent; Year I—87.5 percent). Including 1981, Year II respondents had served an average of 11.6 years as a CD (range 0-35 years) as compared to an average of 6.75 years served by Year I respondents (range 0-24 years).

Again as in the Year I survey, all respondents indicated that the camp in which they worked in 1981 was an ACA accredited camp (4 respondents did not serve as camp director/administrator in 1981). Table 1 below indicates the types of camps in which trainees were employed:

Table I: Question 2D—Is your 1981 camp:

| | Year II | Year I |
|---|---|---|
| 1. An ACA accredited camp? | 100% | 100% |
| 2. Private/Independent? | 38% | 37.5% |
| Church? | 19% | 12.5% |
| Organization? | 52% | 48% |
| Other? | — | — |
| 3. Day? | * 10% | 18.5% |
| Residential? | 89% | 90% |
| Travel? | 6% | — |
| 4. Seasonal? | 52% | 67% |
| Year-round? | 56% | 33% |

Note: *Multiple responses were included in each category, i.e., day and residential

Church camp affiliations specified by Year II respondents included Episcopal (3), United Methodist (2), Presbyterian (2) and Salvation Army (1). Camp organizational affiliations cited were Girl Scouts (7), Easter Seals (5), YMCA (4), Boys Clubs of America (1), Chicago Youth Center (1) and Gamma Phi Beta (1).

According to Year II respondents, handicapped campers are served either exclusively or in mainstreamed settings by a majority (76 percent). Twenty-two percent serve handicapped campers exclusively, 50 percent offer mainstreaming opportunities, and two respondents (4 percent) offer both exclusive and mainstream programming. Only one respondent was unsure as to whether disabled campers were served in their camp. Year I respondents indicated that handicapped individuals were served in 64.5 percent of the camps, primarily in mainstreamed settings. As in Year I, more Year II respondents offering integrated programs do not actively recruit disabled campers (75 percent).

Comments offered by camp directors serving exclusively campers with disabilities included:

- Have been serving the disabled exclusively for 42 years.
- Besides normal sessions for disabled we also recruit formal groups of disabled such as cystic fibrosis, multiple sclerosis, etc.
- We have nine weekly sessions during the summer. The first week is designated as the week for persons with mental retardation.
- We mainstream non-disabled day campers into our residential camp activities, recruiting by word of mouth only.

Comments made by camp directors offering mainstreaming opportunities included:

- We also provide camping experiences each summer for autistic children.
- We do not at present take major handicaps, but none have applied, either.
- All United Methodist Church Camps are open to all persons. Many are handicapped.
- We recruit none, but have some auditory impaired, a couple of mobility restricted (arthritis).
- Being primarily a canoe-tripping/back-packing camp, we accept handicapped campers who feel they can challenge themselves accordingly—i.e., deaf, prosthetic limbs, controlled physical illness.

One respondent, whose camp does not serve disabled campers stated that "We did have one mentally retarded child in 1979 but will not knowingly do it again. We would rather allow an MR group to rent our camp and offer a total program. We share our life with city children—those who need no specialized care."

## Part II: Competencies

Table 2 below indicates the extent to which CDI attendance affected the camp directors' abilities in 14 competency areas (low=1, high=10) and whether trainees feel they need additional training in these areas. Table 3 provides this information for those respondents serving disabled campers exclusively and in mainstreaming programs.

Year II competency data is similar to Year I data in that based on camp director self report, ACA Institutes appear to have been most effective in the more philosophical aspects of training, and least effective in those areas covered by managerials. These latter areas received less emphasis at Year II CDIs than did camp philosophy, goals and objectives. Overall, Year II respondents indicated slightly lower impact scores than did Year I respondents, and a higher need for additional training, especially in the areas of staff qualifications, evaluation and interpreting camp values to prospective campers and their parents. Areas in which a need for further training was indicated were similar for camp directors offering both exclusive and mainstreaming options for disabled campers, although the latter expressed a slightly stronger interest in training concerning special audiences.

## Part III: Impacts

The primary benefits of attending the CDI described by Year II respondents focused on the writing of goals and objectives and statement and sharing of the camp

351

Table 2: CDI Effect and Need for Further Training,
Year II (N=46) and Year I (N=36)

| | | CDI Effect | | Further Training | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | low=1 | high=10 | Yes | | No | | No Resp. | |
| | | II | I | II | I | II | I | II | I |
| 1. | Identify the characteristics and needs of the population your camp serves | 5.11 | 6.18 | 19% | 21% | 48% | 52% | 33% | 22% |
| 2. | Assess your stengths and weaknesses as a director | 7.23 | 7.03 | 35% | 31% | 33% | 46% | 32% | 23% |
| 3. | State and explain your philosophy and objectives | 7.95 | 8.03 | 22% | 17% | 50% | 54% | 28% | 29% |
| 4. | Design a camp program appropriate for: persons to be served; the camp's philosophy; goals and objectives of the program | 6.91 | 7.25 | 30% | 29% | 39% | 46% | 31% | 25% |
| 5. | Design an organizational structure consistent with the camp's philosophies, objectives and program | 7.23 | 6.68 | 22% | 9% | 48% | 66% | 30% | 25% |
| 6. | Determine the necessary qualifications for staff members | 5.56 | 6.27 | 32% | 14% | 37% | 61% | 31% | 25% |
| 7. | Recruit, train and supervise staff to implement the camp program | 5.36 | 6.89 | 34% | 38% | 37% | 39% | 29% | 23% |
| 8. | Establish and supervise health and safety in camp | 5.37 | 5.89 | 26% | 17% | 43% | 54% | 31% | 29% |
| 9. | Establish procedures and supervise food service in camp | 4.57 | 5.49 | 39% | 31% | 34% | 53% | 27% | 16% |
| 10. | Develop and supervise camp site and facilities | 4.37 | 5.61 | 39% | 31% | 34% | 44% | 27% | 25% |
| 11. | Establish and supervise the camp business operation and finances | 4.63 | 5.39 | 43% | 34% | 30% | 34% | 27% | 32% |
| 12. | Develop a plan for interpretation of the values of a camp to prospective campers and their parents | 6.41 | 6.91 | 37% | 27% | 34% | 48% | 29% | 25% |
| 13. | Prepare a complete evaluation plan for the camp program | 5.60 | 6.25 | 48% | 25% | 24% | 50% | 28% | 25% |
| 14. | Deal sensitively with the needs of handicapped campers | 5.23 | 5.53 | 28% | 27% | 43% | 46% | 29% | 27% |

philosophy and on the exchange of ideas with leaders in the camping profession as well as peers. Specific responses are summarized below:

- Focus on philosophy, goals and structure (23)
- Contact with other camp directors (14)
- Sharing ideas with leaders in the profession (3)
- Evaluation (3)
- Increased sense of confidence (2)
- Value of decentralized camping (2)
- Staff organizational chart (2)
- Arriving at a plan for developing and implementing a comprehensive long-range plan (1)
- Assessing personal strengths and weaknesses (1)
- Greater appreciation of camping as a profession and for its effectiveness

As in the Year I Impact Survey, no two descriptions of services to handicapped campers were exactly alike. Eight respondents indicated that they serve disabled campers exclusively, with one camp serving 728 physically and mentally handicapped "in the largest program as such in the world" and another serving 100 percent disabled campers with 50 percent non-disabled day campers. Three respondents indicated that they serve very few handicapped.

Descriptions of mainstreaming programs varied greatly, and included:

- 2 deaf girls mainstreamed with 175 girls in a two-week session, 2 LD boys mainstreamed with 125 boys for two weeks and 1 CIT with with one arm in camp for 1 month
- 2 counselors (1 deaf, 1 CP) on staff of 35; several ED mainstreamed with 160 campers in 26-day sessions; 5 seizure-prone mainstreamed in 26-day sessions
- 4 diabetic youth in regular 1 week sessions with 60 other campers
- Minimally MR, limited CP—not more than 12 in 1200 campers
- 200 MR lived together in one village and were mainstreamed in programming (50 campers—4 sessions)
- 6 campers from state hospital, 3 campers from families mainstreamed in regular GS program—sessions vary from 100-200 campers
- We did have 1 10-year old (son of former camper) with slight handicap beyond what would normally be served—in group of 71 boys in camp of 210 boys for 8 weeks
- Of 718 total, 2 deaf, 3 epileptic, several with braces, etc.—all mainstreamed
- No records kept. Serve disabled including diabetics, arthritis, leukemia, hearing loss, hyperactivity
- 1 percent mainstreamed—CP, blind, LD
- Mainstream handicapped that can keep up plus 5 or 6 in wheelchairs that attend Salvation Army Conferences and seminars
- 5 MR in 1 week session with 120 campers
- 1 LD/visually impaired in group of 100 campers for 4 weeks; 2 LD boys in group of 82 for 2 weeks
- 3 diabetics, 6 epileptics, 18 MBI, 4 ED
- 3 deaf mainstreamed in session with 35 non-deaf; many LD and behavior problems mainstreamed with no difficulty
- 2 EMR, several LD, a number with visual or hearing impairments
- 27 MR served for 4 days, 80 dialysis patients for 8 days

Table 3: CDI Effect and Need for Further Training
Year II —Exclusive (N=10) and Mainstreamed (N=22) Camps

| | CDI Effect | | Further Training | | | | | |
|---|---|---|---|---|---|---|---|---|
| | low=1 | high=10 | Yes | | No | | No Resp. | |
| | II | I | Exclus. | Main. | Exclus. | Main. | Exclus. | Main. |
| 1. Identify the characteristics and needs of the population your camp serves | 5.2 | 5.09 | 20% | 14% | 40% | 45% | 40% | 41% |
| 2. Assess your strengths and weaknesses as a director | 7.3 | 7.09 | 30% | 27% | 30% | 32% | 40% | 41% |
| 3. State and explain your philosophy and objectives | 7.8 | 8.19 | 20% | 27% | 60% | 50% | 20% | 32% |
| 4. Design a camp program appropriate for: persons to be served; the camp's philosophy; goals and objectives of the program | 6.3 | 7.18 | 30% | 23% | 40% | 41% | 30% | 36% |
| 5. Design an organizational structure consistent with the camp's philosophies, objective and program | 7.2 | 7.50 | 20% | 23% | 60% | 45% | 20% | 32% |
| 6. Determine the necessary qualifications for staff members | 5.3 | 5.72 | 30% | 32% | 40% | 32% | 30% | 36% |
| 7. Recruit, train and supervise staff to implement the camp program | 5.4 | 5.50 | 40% | 27% | 40% | 41% | 20% | 32% |
| 8. Establish and supervise health and safety in camp | 5.2 | 5.50 | 30% | 18% | 40% | 45% | 30% | 36% |
| 9. Establish procedures and supervise food service in camp | 4.4 | 4.57 | 40% | 45% | 30% | 36% | 30% | 23% |
| 10. Develop and supervise camp site and facilities | 4.5 | 4.14 | 40% | 45% | 30% | 36% | 30% | 23% |
| 11. Establish and supervise the camp business operation and finances | 4.7 | 4.42 | 40% | 50% | 30% | 27% | 30% | 23% |
| 12. Develop a plan for interpretation of the values of a camp to prospective campers and their parents | 6.5 | 6.31 | 40% | 32% | 40% | 36% | 20% | 32% |
| 13. Prepare a complete evaluation plan for the camp program | 5.4 | 5.90 | 50% | 45% | 30% | 32% | 20% | 23% |
| 14. Deal sensitively with the needs of handicapped campers | 5.1 | 5.54 | 20% | 41% | 60% | 27% | 20% | 32% |

Other program descriptions included:

- Mental health—camp wholly devoted to this group
- Rent facility to MD association and Association for Retarded Citizens
- 42 MR served during first week of camp; week reserved for MR—no mainstreaming
- 100 MR for 1 weekend prior to the start of regular camp

In general, Year II respondents indicated that the number of handicapped campers served by their camps in 1980-81 remained the same (39 percent), while 15 percent indicated an increase in the number served, and 11 percent cited a decrease. The remaining 35 percent of the CDI trainees did not know whether the number had increased or decreased, did not respond, or stated that the question did not apply to their situation. These figures did not differ significantly when computed for camps serving disabled populations exclusively (same—40%, increase—20%, decrease—10%) or in mainstreaming programs (same—41%, increase—14%, decrease—9%). Attendance at the ADA Institute was not seen as having an impact on the decision to increase or decrease the number of disabled campers (48 percent), with several respondents stating that the decision is made by the sponsoring agency, facilities are not suitable, or that their camp seeks to increase the number served each year. Comments made by respondents who did cite an impact included:

- Increased sensitivity to the needs of handicapped campers; increased awareness (2)
- Yes—increase (1)
- Only that it opened the possibility and helped us determine what kinds of handicapped our facility could accommodate(s)
- We would like to increase, but at this stage are unsure how much and how to go about doing it. The Institute did have an effect on it.
- Yes—made me more convinced that I am not educationally, legally or emotionally equipped to cope with handicapped kids.
- It made me more sensitive and aware, but all the more committed not to allow handicapped campers to interfere with our objectives of stretching non-handicapped girls in terms of skills.

Although, once again, 32 percent of the Year II respondents indicated that CDI attendance had no direct impact in meeting the needs of disabled campers as well as those of the entire camp population, and another 22 percent indicated that the question was not applicable to their situation, comments given by several respondents indicate positive benefits in this area:

- Increased sensitivity, acceptance (3)
- Because of attendance at Institute where many directors worked with handicapped exclusively, more awareness of special needs and ways to program creatively (2)
- CDI was helpful in pointing out the importance of helping maintain a camping situation which provides for the building of self-confidence (1)
- No specific examples or change from what we have done in the past. Just feel better about the effort we put into this area.
- We added a class of sign language this summer and encouraged families who had handicapped children to send their children (1)
- Made sure diabetics had adequate diet, refrigeration and privacy for shots (1)
- Basically, I don't worry about mainstreaming them as much, and we are freer to use more effectively the Special Education majors on our staff (1).

While nine respondents (20 percent) stated that nothing should be added to the content areas covered by ACA CDIs and an additional two camp directors said that nothing should be added unless the length of the Institute was increased, a vaariety of suggestions for additional content areas were suggested by Year II respondents. These are summarized below:

- Training camp staff and dealing with staff problems (9)
- Budget and business management skills (7)
- Research findings and trend developments (5)
- Evaluation (4)
- Personal and professional skill development (4)
- More small group discussions (4)
- Sharing problems and solutions (3)
- Safety in specific program areas (2)
- Psychological needs of campers, dealing with behavior problems (2)
- Program specifics (2)
- Promotion and fund raising (2)
- More on Project STRETCH (1)
- Long range planning (1)
- More practical challenges (1)

The majority of "additional comments" given by CDI trainees were positive in nature. Most found the Institute experience rewarding and helpful. Some, however, indicated that the content was too theoretical in nature, and the lecture/instructor approach to educationally oriented for most camp directors. Several respondents suggested that the Institute they attended was too rushed, and that increased participation and open discussion by trainees would be beneficial. It was noted that the level of experience of those attending should be taken into consideration when planning content.

Two comments were made regarding Project STRETCH: that the content presented was too vague (by a camp director who mainstreams LD children in camp programs) and that the entire presentation was unnecessary (by a camp director who does not serve disabled campers and does not wish to).

## Conclusions

In evaluating the results of the impact survey reported above, it is important to note that the actual impact and effectiveness of specific training sessions cannot be measured one year (or less) after that training took place. Many administrative decisions have been made prior to the start of the summer session—for example, the number of campers, disabled or non-disabled, may have been established, or camp financial and business procedures may be set for the camp season in question. If the camp is operated by a sponsoring agency or organization, changes in policy and day-to-day administration may take somewhat longer to enact than if the camp is independently owned. However, camp directors responding to this survey effort have given an indication of their own perceptions of the impact of training in the summer following the CDI. They have reported, on a subjective basis, those areas in which training was seen to be most effective, least effective, and in which areas they feel they need more training. This information is useful to Project STRETCH staff as an aid in planning for upcoming CDIs and other camp director educational opportunities.

Overall, results of the Year II impact survey were similar to those obtained in the Year I survey effort. The Camp Director Institute continues to be an effective training medium for camp directors, although the primary benefits come almost as much from interaction among participants and with Institute leadership as from competency-specific training content. Competency areas receiving the highest effectiveness ratings in Year II were concerned with camp director philosophy and objectives, as well as personal assessment of strengths and weaknesses. Lowest effectiveness ratings were given to those areas not specifically covered by the CDI (health and safety, food service, site and facilities, and business and finance). Similar results were obtained when competency data was reported for those camp directors serving disabled populations exclusively, and those offering mainstreaming opportunities. Year II CDI participants reported an interest in further training, especially in the areas of staff qualifications, evaluation and interpreting camp values to prospective campers and their parents. Camp directors mainstreaming disabled individuals reported a higher interest in training on dealing sensitively with handicapped campers than did those serving this population exclusively.

According to program descriptions offered, a majority of camp directors surveyed do serve disabled campers—more often those with emotional or learning handicaps than mobility impairments, and more often in mainstreamed settings. For the most part, a small number of handicapped campers are included in any given session, and inclusion is often based on an ability to keep up with the other campers. Actual program descriptions varied widely from respondent to respondent.

The primary benefits of attending the CDI reported by Year II participants focused on the writing of goals and objectives and on formulation of a philosophy statement. Sharing of ideas with peers and other camping professionals was also noted as being extremely beneficial. Attendance at the CDI was not seen as having an impact on the decision to increase or decrease the number of disabled campers, and, in fact in most camps the actual number of disabled campers served remained the same. However, it should be noted that these numbers may have been established by a sponsoring agency, rather than by the camp director, and that more measureable impact may be made several years after training is received, rather than directly following it.

It is recommended that, if possible, a second follow-up survey be conducted to investigate the impact of American Camping Association CDIs held in 1980 after three years. It may be that such a survey could provide further information regarding specific training impacts and effects on camp director skills.

Table 3: CDI Effect and Need for Further Training
Year II —Exclusive (N=10) and Mainstreamed (N=22) Camps

| | CDI Effect | | Further Training | | | | | |
|---|---|---|---|---|---|---|---|---|
| | low=1 | high=10 | Yes | | No | | No Resp. | |
| | II | I | Exclus. | Main. | Exclus. | Main. | Exclus. | Main. |
| 1. Identify the characteristics and needs of the population your camp serves | 5.2 | 5.09 | 20% | 14% | 40% | 45% | 40% | 41% |
| 2. Assess your strengths and weaknesses as a director | 7.3 | 7.09 | 30% | 27% | 30% | 32% | 40% | 41% |
| 3. State and explain your philosophy and objectives | 7.8 | 8.19 | 20% | 27% | 60% | 50% | 20% | 32% |
| 4. Design a camp program appropriate for: persons to be served; the camp's philosophy; goals and objectives of the program | 6.3 | 7.18 | 30% | 23% | 40% | 41% | 30% | 36% |
| 5. Design an organizational structure consistent with the camp's philosophies, objective and program | 7.2 | 7.50 | 20% | 23% | 60% | 45% | 20% | 32% |
| 6. Determine the necessary qualifications for staff members | 5.3 | 5.72 | 30% | 32% | 40% | 32% | 30% | 36% |
| 7. Recruit, train and supervise staff to implement the camp program | 5.4 | 5.50 | 40% | 27% | 40% | 41% | 20% | 32% |
| 8. Establish and supervise health and safety in camp | 5.2 | 5.50 | 30% | 18% | 40% | 45% | 30% | 36% |
| 9. Establish procedures and supervise food service in camp | 4.4 | 4.57 | 40% | 45% | 30% | 36% | 30% | 23% |
| 10. Develop and supervise camp site and facilities | 4.5 | 4.14 | 40% | 45% | 30% | 36% | 30% | 23% |
| 11. Establish and supervise the camp business operation and finances | 4.7 | 4.42 | 40% | 50% | 30% | 27% | 30% | 23% |
| 12. Develop a plan for interpretation of the values of a camp to prospective campers and their parents | 6.5 | 6.31 | 40% | 32% | 40% | 36% | 20% | 32% |
| 13. Prepare a complete evaluation plan for the camp program | 5.4 | 5.90 | 50% | 45% | 30% | 32% | 20% | 23% |
| 14. Deal sensitively with the needs of handicapped campers | 5.1 | 5.54 | 20% | 41% | 60% | 27% | 20% | 32% |

american camping association

July, 1980

Dear CDI Participant:

Project STRETCH needs your help one more time. Enclosed is a survey to determine the impact of your CDI participation on your camps this summer.

It is critical that each of you complete the survey, particularly since only 60 persons have attended the CDIs this year, and not everyone will be serving as a camp director/administrator.

Results of the survey will be used to compare Model A to Model B Institutes, to improve the Institutes next year, and to provide some information as to whether CDIs have any impact on a participant's camp. Results will be strictly confidential and will not be used to evaluate individual camp directors or Institutes.

This survey consists of two parts:

A. Questionnaire for you as a CDI participant
B. Questionnaire for your associates, such as your supervisor and staff. (Note: These questionnaires will be collated against the Model A and Model B participants as a group, and not individual participants.)

Please complete your questionnaire within a week and return it to the Project STRETCH's Evaluator: Hawkins and Associates, 804 D. Street, N.E., Washington, D.C. 20002. If it is not completed, you will be receiving a phone call from their office so we can get complete and accurate information on all participants.

The Questionnaires for your associates should be distributed by you during the same week to:

A. Your Supervisor, (if you have one)
B. Four of your current staff who have worked at your camp for at least one year previous to this.

Please note that these are self-mailers and require no postage. We request that you ask your associates to complete their questionnaires and return them within a week of their receiving them.

Thank you for your help. Hope your summer is extremely successful.

Sincerely,

Sue Stein

Sue Stein, CCD
Coordinator, Director Education/Project STRETCH

Enclosures:

Bradford Woods, Martinsville, IN 46151 (317) 342-8456

NATIONAL STAFF
**Armand B. Ball**, Executive Vice President
**Michael C. Kromer**, Director of Business Operations
**Glenn T. Job**, Director of Communications
**Kay Kester-Oliver**, Director of Member Services
**Sue Stein**, Coordinator, Director Education Project S T R E T C H

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AMERICAN CAMPING ASSOCIATION
PROJECT "STRETCH"
CAMP DIRECTOR INSTITUTE IMPACT SURVEY

NAME: ______________________________

CAMP NAME: ______________________________

ADDRESS: ______________________________

PHONE: ______________________________

Part I: Background Data
Directions: Place an "X" in the appropriate space in Questions 1- 2 below.

1. Which ACA Institute did you attend? ☐ Model A Institute ☐ Model B Institute
   Did you receive certification? ☐ Yes ☐ No

   Please list any other camp director training you have participated in this year besides an ACA Camp Director Institute.

   ______________________________

   ______________________________

   ______________________________

2. Check all of the following that apply:

   A. Were you the director/administrator for Summer, 1979? ☐ Yes ☐ No
      Were you the director/administrator for Summer, 1980? ☐ Yes ☐ No

   B. Did you serve in the same camp in 1979 and 1980? ☐ Yes ☐ No

   C. Total number of years a camp director including 1980: ______________

   D. Is your 1980 camp:

      1. An ACA accredited camp? ☐

      2. Private/independent? ☐
         Church? ☐ Specify: ______________
         Organization? ☐ Specify: ______________
         Other? ☐ Specify: ______________

      3. Day? ☐
         Residential? ☐
         Travel? ☐

      4. Seasonal? ☐
         Year-round? ☐

      5. Are handicapped campers included in the population served by your camp.
         ☐ Yes, exclusively ☐ No
         ☐ Yes, mainstreamed with other campers ☐ Don't know

      6. If mainstreamed, were handicapped campers actively recruited for your camp.
         ☐ Yes ☐ No

      Please add any other comments:

      ______________________________

      ______________________________

      ______________________________

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Part II: Competencies

To what extent has your CDI attendance had an effect on your ability to do the following, and do you feel you need additional training? (Circle the number (1-10) and check yes or no.)

| COMPETENCY | CDI EFFECT | | | | | | | | | | FURTHER TRAINING NEEDED? | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | LOW<br>1 | 2 | 3 | 4 | MODERATE<br>5 | 6 | 7 | 8 | HIGH<br>9 | 10 | YES | NO |
| 1. Identify the characteristics and needs of the population your camp serves. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 2. Assess your strengths and weaknesses as a director. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 3. State and explain your philosophy and objectives. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 4. Design a camp program appropriate for persons to be served; the camp's philosophy, goals and objectives and program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 5. Design an organizational structure consistent with the camp's philosophy, objectives and program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 6. Determine the necessary qualifications for staff members. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 7. Recruit, train and supervise staff to implement the camp program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 8. Establish and supervise health and safety in camp. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 9. Establish procedures and supervise food service in camp. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 10. Develop and supervise camp site and facilities. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 11. Establish and supervise the camp business operation and finances. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 12. Develop a plan for interpretation of the values of a camp to prospective campers and their parents. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 13. Prepare a complete evaluation plan for the camp program. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 14. Deal sensitively with the needs of handicapped | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |

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## Part III: Training Impacts

1. What was the most beneficial portion of the CDI you attended? Please explain

2. Were any handicapped campers served by your camp this summer? If so, please describe the type, number and percentage of handicapped persons and the program. (Example: 5 blind youth were mainstreamed in a regular 2 week session with 300 non-handicapped youth.) Be as specific as possible.

3. If the camp population included any handicapped campers, give specific examples of how attendance at an ACA Institute helped you to respond to their needs as well as those of the entire camp population.

4. Based on your current experience, what additional topics should have been included in Camp Director Institutes?

5. Please make any other comments regarding the ACA Camp Director Institutes in the space provided:

6. Have you distributed surveys to:

Supervisor Staff

Thank you for assisting Project STRETCH by completing this survey. Would you please return it to Project STRETCH's evaluator,

HAWKINS & ASSOCIATES
804 D. Street, N.E.
Washington, D.C. 20002

You may use the enclosed mailer to return this survey.

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## PROJECT STRETCH

## IMPACT OF NON-ACA SPONSORED TRAINING ON CAMP DIRECTORS/ADMINISTRATORS

In order to determine the impact of attendance at camp director training not sponsored by the American Camping Association (ACA) on camp directors and administrators receiving training during Project STRETCH's second year of activities (1980-81), an impact survey was conducted by the project evaluators, Hawkins and Associates, Inc. The survey instrument used was modeled on similar questionnaires used to evaluate the effectiveness of Camp Director Institutes conducted by ACA during Years I and II of Project STRETCH activities.

The impact data summarized below was obtained as a result of the Year II survey effort. Where appropriate, responses are reported in a format similar to that used to report the impact of ACA training conducted during Year II (see Evaluation Summary—Impact of Year II CDI Attendance on Camp Directors/Administrators).

### Survey Sample

Questionnaires were sent to 144 camp directors/administrators who attended non-ACA training events during 1980-81. The survey population included participants at training for Easter Seal camping and recreation professionals, a Basic YMCA Camp Director's Seminar, the Lutheran Church in America (LCA) Camp Leader's Conference, and a Camp Conference sponsored by the American Diabetes Association (ADA). A total of 57 responses were received, for a response rate of 40 percent. Included in the responses received were six responses from persons who did not complete the questionnaire because they were not camp directors or, for other reasons, did not feel that the survey applied to them.

### Part I: Background Data

Of the 51 responses evaluated in this report, 59 percent were from participants who are not members of the American Camping Association, while 41 percent were ACA members. In the summary below, data for non-ACA and ACA members will be itemized separately.

While none of the non-ACA respondents indicated that they were ACA Certified Camp Directors, 43 percent indicated other camp director certification (YMCA-5*; BSA-5; ADA-1; private-1; and ACQ-1). Nineteen percent of ACA respondents indicated that they were certified by the ACA, 5 percent (1 respondent) indicated YMCA certification.

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*Numbers given in parentheses throughout refer to the number of times a response was made.

Although the survey was sent to persons identified as having attended camp director training evnets, only 60 percent of non-ACA and 67 percent of ACA respondents indicated that they had attended any camp director training events during June 1980-May 1981. Identification of events attended varied widely, and are summarized below:

Table I: Question 2 — Identification of Training Event (by number of responses)

| Type | Sponsor | Duration | Non-ACA (N=18) | ACA (N=14) |
|---|---|---|---|---|
| Institute | Easter Seals | 4 days | 5% | 21% |
| CD Training | YMCA | 5 days | 11% | 7% |
| CD Training | YMCA | 4 days | 22% | - |
| CD Training | YMCA | 3 days | 11% | 7% |
| Camp Staff | YMCA | 3 days | 5% | - |
| CD Training | LCA | 1 week | 5% | 7% |
| Camp Leaders | LCA | 4 days | 11% | 14% |
| Communications | LCA | 4 days | - | 12% |
| Management | LCA | 3 days | - | 14% |
| Fund Raising | LCA | 3 days | - | 7% |
| Outdoor Ministries | LCA | 3 days | - | 7% |
| Conference | ADA | 3 days | 11% | 7% |
| Nat. Camp School | BSA | 1 week | 5% | - |
| CCD | ACA | 4 days | - | 14% |
| Food Management | ACA | 1 day | - | 7% |
| Business Mgrl. | ACA | 2 days | - | 7% |
| Workshop | ACA | 2 days | - | 7% |
| Administrative | Non-prof. camps | weekend | 5% | - |
| Admin/PR | Ont. Camp Assn. | weekend | 5% | - |
| Program | East. Can. Synod. Camps | 2 days | 5% | - |
| CD Training | Can. Diabetic Assn. | 2 days | 5% | - |
| Convention | NECA | 1 day | - | 7% |

The majority of respondents served as director/administrator of their camp in both 1980 and 1981 (Non-ACA—53%; ACA—85%) and served in the same camp both years (Non-ACA—70%; ACA—95%). Including 1981, non-ACA respondents had served an average of 4.8 years as a CD (range 1-28 years) as compared to an average of 8.4 years served by ACA respondents (range 1-22 years).

Only 10 percent of non-ACA respondents indicated that the camp which they directed was ACA accredited, while 76 percent of ACA respondents served in an accredited camp. (Note: one non-ACA member indicated that his camp was accredited by the Canadian Camping Association.) Table 2 below indicates the types of camps in which trainees were employed.

Table 2: Question 3D -- Is your 1980 camp:

| | Non-ACA (N=29) | ACA (N=21) |
|---|---|---|
| 1. An ACA accredited camp? | 10% | 76% |
| 2. Private/Independent? | 14% | 5% |
| Church? | 10% | 38% |
| Organization? | 73% | 48% |
| Other? | 3% | 9% |
| 3. Day? | *38% | *24% |
| Residential? | 55% | 81% |
| Travel? | - | 14% |
| 4. Seasonal? | 86% | 57% |
| Year-round? | 24% | 43% |

Note: *Multiple responses were included in each category, i.e., day and residential.

Church camp affiliations specified by both non-ACA and ACA respondents were the Lutheran Church in America (non-ACA-2; ACA-7). Camp organizational affiliations cited by non-ACA respondents were: YMCA (7); YWCA (2); BSA (5); GSUSA (1); Easter Seals (1); ADA (2); and others (2). Those cited by ACA respondents were: YMCA (3); and Easter Seals (5). Other camp affiliations indicated included: non-ACA--Presbyterian Church and ADA (1); ACA—Lake Geneva Fresh Air Society (1) and the Oklahoma Society for Crippled Children (1).

Non-ACA respondents indicated that handicapped campers are served in either exclusive (33%), mainstreamed programs (47%), or a combination of exclusive and mainstreamed programs (3%) by a majority of respondents. All of the ACA respondents indicated that handicapped campers are served in their camps, in either exclusive (33%), mainstreamed (38%) or both exclusive and mainstreaming programs (29%). Only 33% of non-ACA respondents actively recruit handicapped campers for their mainstreaming programs, while 47% of ACA respondents do.

Comments offered by camp directors serving exclusively campers with disabilities included:

| Non-ACA | ACA |
|---|---|
| • All of our campers are diabetic. It is up to interpretation as to their disabilities. (1)<br>• This was a camp for children with diabetes. (1)<br>• Special Ed. Diabetics also attended. (1) | (No comments) |

Comments made by camp directors offering mainstreaming opportunities included:

Non-ACA

- We have accepted children with emotional problems and for the most part they were very difficult. The counselor focused much more time on the one problem camper in the group--giving the other campers less attention. (1)
- No effort made to recruit handicapped. Any child with special needs is accepted if they can participate in the program. Staff accommodates special needs, e.g., behavior, emotional, asthmatic. (1)
- There were handicapped campers in our camp at one time, but not in the last two years. (1)
- We had several special troops including a blind group and p.h. There were also some boys mainstreamed belonging to regular troops. (1)
- Our handicapped campers are part of a project of our Council's Scouting for the Handicapped Committee. They are a part of our year-round scouting program. (1)
- A group of scout-age boys were recruited for our 1980 pilot project; they were mainstreamed. The 1981 camp held two sessions exclusively for handicapped campers and the groups were coed. (1)

ACA

- We have mainstreamed handicapped campers for 9 years. This year, we mainstreamed about 100, some for two weeks. (1)

Comments made by camp directors offering a combination of exclusive and mainstreamed programs were:

Non-ACA

- I'm very interested in the handicapped. My father has been handicapped since I was two years old so I can understand through experience. I'm also a school principal and we do mainstream continuously. (1)

ACA

- For exclusive program--program sponsored and directed by several agencies serving MR. We simply played the part of host—agencies involved provided trained staff. (1)
- The exclusive 3-week session is rented by ADA for 100 insulin-dependent children. They provide medical staff, we provide counselor staff. (1)

Table 3: Training Coverage, Effect and Need for Further Training, Non-ACA (N=17) and ACA (N=10)

| Competency | Coverage* | | | | Training Effect low=1 high=10 | | Further Training* | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | | No | | | | Yes | | No | |
| | Non-ACA | ACA | Non-ACA | ACA | Non-ACA | ACA | Non-ACA | ACA | Non-ACA | ACA |
| 1. Identify the characteristics and needs of the population your camp serves. | 71% | 80% | 12% | 20% | 6.35 | 7.22 | 35% | 40% | 41% | 50% |
| 2. Assess your strengths and weaknesses as a director. | 65% | 40% | 12% | 60% | 6.35 | 6.5 | 59% | 60% | 23% | 30% |
| 3. State and explain your philosophy and objectives. | 82% | 70% | 6% | 30% | 8.26 | 8.0 | 35% | 40% | 47% | 50% |
| 4. Design a camp program appropriate for: persons to be served; the camp's philosophy, goals and objectives and program. | 76% | 80% | 12% | 10% | 7.21 | 7.44 | 53% | 51% | 29% | 30% |
| 5. Design an organizational structure consistent with the camp's philosophy, objectives and program. | 65% | 60% | 24% | 40% | 7.41 | 7.0 | 35% | 40% | 35% | 50% |
| 6. Determine the necessary qualifications for staff; recruit, train and supervise staff to implement the camp program. | 82% | 50% | 6% | 50% | 7.16 | 6.42 | 29% | 30% | 41% | 60% |
| 7. Establish and supervise health and safety in camp. | 82% | 60% | 6% | 40% | 7.46 | 5.28 | 35% | 20% | 47% | 70% |
| 8. Establish procedures and supervise food service in camp. | 41% | 20% | 47% | 80% | 5.83 | 4.0 | 29% | 30% | 35% | 60% |
| 9. Develop and supervise camp site and facilities. | 53% | 40% | 29% | 60% | 7.1 | 4.57 | 23% | 40% | 35% | 50% |
| 10. Establish and supervise the camp business operation and finances. | 53% | 40% | 35% | 60% | 6.9 | 4.71 | 41% | 70% | 23% | 30% |
| 11. Develop a plan for interpretation of the values of a camp to prospective campers and their parents. | 70% | 50% | 18% | 50% | 6.0 | 7.16 | 70% | 30% | 12% | 60% |
| 12. Prepare a complete evaluation plan for the camp program. | 82% | 50% | 12% | 50% | 6.6 | 7.66 | 47% | 30% | 23% | 60% |
| 13. Deal sensitively with the needs of handicapped campers. | 47% | 30% | 47% | 70% | 5.2 | 4.66 | 59% | 60% | 18% | 30% |

* Non-response rates not given for these categories.

**Non-ACA**

**ACA**

- We have one program that is mainstreamed. (1)
- No organized attempt to mainstream, because permanent director placement was vacant. One week exclusively for autistic group and they provided their own staff. (1)
- Coop program on same site as Girl Scouts. (1)

## Part II: Competencies

In Part II of the survey, respondents having attended camp director training events were asked to indicate: (A) whether the subject area listed as a "competency" (based on the ACA Core Competencies) was covered in the event(s) attended; (B) the effect of the training received in that subject area; and (C) if there was a perceived need for further training in the subject area listed.

Table 3 below indicates non-ACA and ACA responses to these three questions, based on information given by respondents. Table 4 provides this information for those respondents serving disabled campers exclusively and in mainstreaming programs (ACA and non-ACA respondents taken together).

In general, non-ACA respondents indicated more complete coverage of the thirteen competency areas than did ACA respondents. Both reported more emphasis on the more philosophical and developmental phases of camp planning (competencies 1-5). Highest training effect was reported in the area of philosophy and objectives, while lowest effect was seen in the areas of food service and dealing sensitively with the needs of handicapped campers.

## Part III: Impacts

Primary benefits described by non-ACA respondents centered around the chance to attend training: in general, the entire training event was seen as helpful. ACA respondents focused on the opportunity for interaction with other camp directors/professionals as the primary benefit. Specific responses are summarized below:

**Non-ACA**

- All (3)
- Overview of many components of directing a camp program (2)
- Training in administrative and facility maintenance areas, especially as related to year-round facility (2)

**ACA**

- Fellowship with peers (3)
- Sharing ideas with other professionals (1)
- Sharing common problems with others in similar situations (1)
- Redetermining philosophy and objectives (1)

Non-ACA

- Information for new CDs helped to reevaluate own procedures (1)
- Chance to see all aspects of BSA camp school. To know what rest of staff was being taught (1)
- Medical aspects--relation to activities (1)
- Evaluations, camp safety, program ideas (1)
- Theological input related to camping (1)
- Lecture-Vistas and High Places (1)
- Staff orientation and management (1)

ACA

- Finances (1)
- Evaluations (1)
- Program expansion (1)
- Reexamine staff orientation (1)
- New plans (1)

Both non-ACA and ACA respondents described a wide variety of populations served by their camps. Due to the survey population used, many of the camp directors described camps serving disabled campers exclusively. Specific programs serving handicapped individuals described included:

Non-ACA

- All campers are insulin dependent juvenile diabetics (2)
- 80 insulin dependent diabetics (1)
- 100 diabetic youth (1)
- 180 diabetics exclusive--2-week session (1)
- 2-week session--all juvenile diabetics (50 age 7-11 first week; 50 age 12-16 second week) (1)
- 2 special ed (1 EMH, 1 behavior disorder) campers attended camp for one week with 85 (diabetic) campers (1)
- 2 day camps: a) 32 children for four weeks--1 yearing impaired, 1 blind, 3 MR, 27 orthopedically handicapped, 3 adults (OH) for 2 weeks. b) 34 children for four weeks--7 hearing impaired, 2 MR, 1 blind, 25 OH (1)

ACA

- 500 campers with all types of handicaps in 17 one-week sessions (1)
- 47 handicapped campers only--blind, CP, MD, spastic hemiplegics/quadriplegics (1)
- 300 served in four 2-week sessions
- served 173 campers with physical and mental disabilities--74 CP, 37 spina bifida and 42 MR; other 20 had assorted disabilities (1)
- 280 physically disabled (1)
- 275 orthopedically handicapped children, teens and adults in five separate 12 or 8-day sessions (1)
- 278--all disabilities--2-week sessions, divided by age (1)

Mainstreamed programs described by respondents also varied widely:

Non-ACA

- 15 mentally and physically handicapped in 1 week period. Normal Scout program, skill awards, merit badges (1)

ACA

- 4 MR people were mainstreamed into 1 week program with 180 other campers (1)

Table 4: Training Coverage, Effect and Need for Further Training, Exclusive (N=6) and Mainstreamed Camps (N=13)

| Competency | Coverage* | | | | Training Effect low=1 high=10 | | Further Training* | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Yes | | No | | | | Yes | | No | |
| | Exclus. | Mainst. | Exclus. | Mainst. | Exclus. | Mainst. | Exclus. | Mainst. | Exclus. | Mainst. |
| 1. Identify the characteristics and needs of the population your camp serves. | 67% | 85% | 17% | 15% | 5.5 | 6.72 | 50% | 31% | 17% | 62% |
| 2. Assess your strengths and weaknesses as a director. | 50% | 77% | 50% | 23% | 5.0 | 6.9 | 83% | 46% | - | 46% |
| 3. State and explain your philosophy and objectives. | 67% | 85% | 33% | 15% | 7.0 | 7.9 | 33% | 38% | 50% | 54% |
| 4. Design a camp program appropriate for: persons to be served; the camp's philosophy, goals and objectives and program. | 83% | 92% | 17% | 8% | 7.2 | 7.2 | 67% | 54% | 17% | 38% |
| 5. Design an organizational structure consistent with the camp's philosophy, objectives and program. | 67% | 69% | 33% | 31% | 7.25 | 7.3 | 67% | 46% | 17% | 46% |
| 6. Determine the necessary qualifications for staff; recruit, train and supervise staff to implement the camp program. | 50% | 92% | 50% | 8% | 5.25 | 7.58 | 67% | 31% | 17% | 62% |
| 7. Establish and supervise health and safety in camp. | 67% | 92% | 33% | 8% | 6.8 | 7.83 | 50% | 31% | 33% | 62% |
| 8. Establish procedures and supervise food service in camp. | 17% | 46% | 83% | 54% | 2.5 | 5.6 | 50% | 23% | 17% | 62% |
| 9. Develop and supervise camp site and facilities. | 50% | 77% | 50% | 23% | 5.33 | 6.5 | 50% | 38% | 17% | 46% |
| 10. Establish and supervise the camp business operation and finances. | 50% | 69% | 50% | 31% | 4.75 | 6.41 | 67% | 69% | - | 23% |
| 11. Develop a plan for interpretation of the values of a camp to prospective campers and their parents. | 50% | 85% | 50% | 15% | 4.8 | 7.25 | 67% | 54% | 17% | 38% |
| 12. Prepare a complete evaluation plan for the camp program. | 50% | 85% | 50% | 15% | 5.0 | 7.41 | 37% | 62% | 37% | 31% |
| 13. Deal sensitively with the needs of handicapped campers. | 50% | 38% | 50% | 62% | 4.75 | 5.33 | 37% | 69% | 37% | 15% |

* Non-response rates not given for these categories.

Non-ACA

- 5 children with emotional problems (ex: broken homes and poor behavior) (1)
- 1 or 2 out of 70 campers per session. We are not set up to handle extreme handicaps (1)
- Diabetic children--25 were mainstreamed in a regular 2-week session with approx. 125 nonhandicapped youth (1)
- 4 partially deaf children were mainstreamed with 70-100 nonhandicapped youth (1)
- 12 MR and 1 partially sighted were mainstreamed with 500 nonhandicapped youth (1)

ACA

- Approx. 100 developmentally handicapped in with approx. 1,500 typical campers in 1 week sessions (1)
- 125 MR mainstreamed
- 1 partially blind youth with 170 youth; 1 ED youth with 150 youth
- 2 MR children with diabetes mainstreamed with 150 other children with diabetes
- 4 emotional and minimal disabilities in with 295 nonhandicapped youth

Other program descriptions given by respondents indicating a combination of exclusive and mainstreamed programs included:

Non-ACA

- 1 blind boy mainstreamed--very good integration; 1 nearly blind, deaf and dumb--good integration (in camp serving diabetic youth) (1)
- Blind--our camp served 96 diabetic children, some of which had poor eyesight. All were mainstreamed (1)

ACA

- Exclusive program—550 campers--PH (80%), MR (10%), speech impaired (5%), ED (5%) Mainstreamed program--4 OH, 1 deaf, 2 MR in with 5 nonhandicapped youth (1)
- developmentally disabled and autistic were mainstreamed with specially trained counselor who assisted counselors of the groups to which campers were assigned (1)

The majority of respondents indicated that the number of handicapped campers served in their camps in 1981 represented an increase over the number served in 1980 (non-ACA--53%; ACA--76%). No change in the numbers served was reported by 41% of the non-ACA and 6% of the ACA respondents, while decreases were reported by only 6% of non-ACA and 12% of ACA respondents. One ACA member (6%) reported that no statistics were kept as to the number of handicapped campers served in his facility. Indications of an increase or decrease for camps serving disabled campers exclusively (increase-79%; decrease-7%; same-14%), in mainstreaming settings (increase-61%; decrease-8%; same-31%), were similar when ACA and non-ACA responses were taken together. Attendance at camp director training events was not seen as having an impact on the decision to increase or decrease the number of disabled campers (non-ACA—no impact = 40%, N/A = 50%; ACA—no impact = 33%, N/A = 57%). Comments offered by respondents who did cite an impact included:

Non-ACA

- Training will have impact to increase beginning summer 1983 (1)
- Funds made available from Lutheran insurance (1)

ACA

- Made me feel more comfortable (1)
- Exchange ideas (1)

Increases made by persons serving disabled individuals exclusively were attributed to agency commitment in two cases and to community needs in one. No other specific reasons for increases or decreases were cited.

While the majority of respondents indicated that camp director training had little effect on responding to handicapped campers served, (non-ACA--10%; ACA--14%) or that the question did not apply to them (non-ACA--70%; ACA--86%), several respondents commented on training impact:

Non-ACA

- Sharing ideas with other CDs to broaden program service provision (1)
- We discussed briefly the philosophy of mainstreaming, but practical adaptations were not discussed partly because of the vast difference in camps represented (there is special assistance available from the National Office also) (1)
- Reinforcing. The generalized camper's homesickness and how this affects the diabetes--knowing how to distinguish between the two since some of the symptoms may be the same (i.e., stomachache) (1)
- Training was specifically for camps for diabetic children (1)
- At one event, a man who heads a camp for deaf persons and coordinates the Toronto deaf center spoke about campers with special needs--challenging and practical (1)

ACA

- N/A--special note: A grant has been received which is available to new directors for special seminars on college extension classes on mainstreaming.

All of the "other comments" offered by respondents were positive in nature. Many focuses on the benefits of attending camp director training events, while others centered on the need for additional information on handicapped campers. Specific comments are summarized below:

Non-ACA

- Deals with overall approach to camp directing--beneficial to any

ACA

- I feel that more workshops should be offered (1)

Non-ACA

CD just starting out (3)

- Good means to keep abreast of field and new ideas, activities, etc. (1)
- Interested in training sessions and possibility of working more with handicapped children throughout the summer, not just for one week (1)
- I would still be interested in more information on Project STRETCH and CD training dealing with the handicapped, also LD/BD programs (1)
- Although I have not attended a training event, I feel it would be very beneficial. I feel training for dealing with handicapped campers is extremely important (1)
- Need more emphasis on staff interpersonal relationships (1)
- Need emphasis on good management practices; too much "games" in training ([illegible])

ACA

- So far, no training for handicapped campers (1)
- I would be very interested in attending a CD training session, especially so if dealing with the handicapped (1)

## Conclusions

A questionnaire of this type cannot realistically purport to statistically measure training impacts on attendees only one year (or less) after the training took place. In many cases, the number of campers (disabled and non-disabled) to be enrolled the summer following training were already established when training took place; a similar situation exists regarding camp staff, maintenance and financial matters. If the camp is operated by a sponsoring agency or organization, changes in these areas may take somewhat longer to enact than if the camp is independently owned. However, camp directors responding to this survey effort have given an indication of their own perceptions of the impact of training in the summer following the experience. They have reported, on a subjective basis, those areas in which training was seen to be most effective, least effective and in which areas they feel they need more training. This information is useful to Project STRETCH staff as upcoming camp director training events are planned—especially those seeking to bring in a wider non-ACA audience.

While it is difficult to statistically document the impact of camp director training events without specific information on the type of content and format offered by each, survey results indicate that attendance at training events does have a positive influence. However, their positive influence (in the case of non-ACA sponsored events surveyed) appears to extend more toward program development than to meeting the needs of handicapped campers or the more practical aspects of directing a camp: health and safety, food service, site supervision and financial management.

Camp directors surveyed expressed a need for continued training. Non-ACA members especially indicated a desire for more training in developing a plan for interpretation of the values of a camp to prospective campers and their parents, preparing a complete evaluation plan for the camp program and meeting the needs of handicapped campers. ACA respondents were primarily interested in training which covers personal assessment, food service, and handicapped campers. When ACA and non-ACA respondents are taken together, those camp directors serving disabled campers indicate greatest training needs in the area of personal assessment, least in explaining philosophy and objectives, while those offering mainstreaming opportunities are interested in additional training in the areas of food service and meeting the needs of campers with disabilities, and feel less need for training in program development areas.

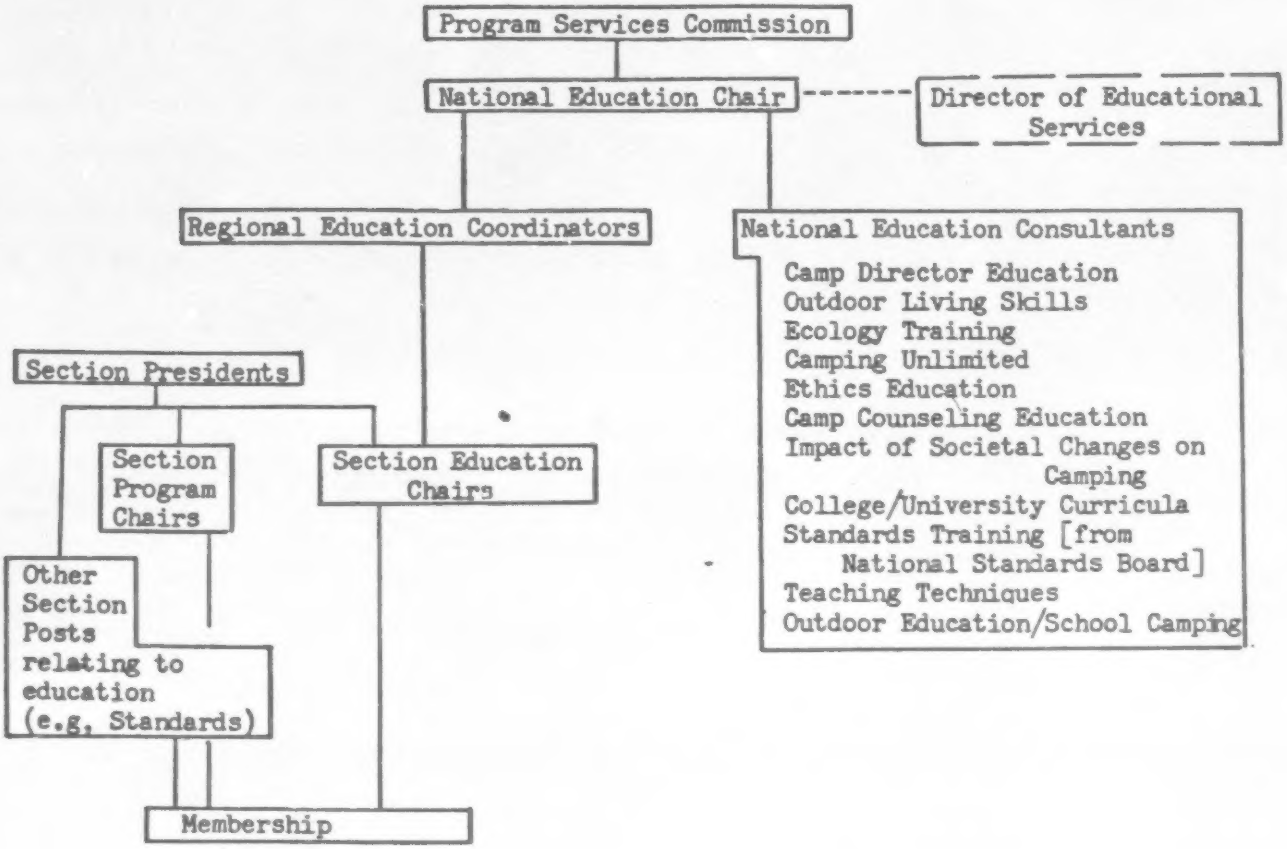
Respondents indicate an increase in the number of disabled campers served in 1981 over 1980, but do not attribute this increase to training events. Agency commitment and community needs were two reasons given for increases. Additionally, while no statistical evidence of increase or decrease was given, responses do indicate a trend toward serving campers with disabilities both by camps serving special populations exclusively and in mainstreamed settings, by ACA members and by non-ACA camp directors.

As indicated by this one-year follow-up of the perceived impact of non-ACA sponsored training events, there is an interest in further information on serving campers with disabilities. This interest is expressed more by camp directors not serving disabled campers exclusively (e.g., those mainstreaming some disabled individuals in regular camp programs), and should be taken into consideration by project staff as audiences for awareness workshops on disabled campers are planned.

It is recommended that, if possible, a second follow-up survey be conducted to investigate the impact of non-ACA sponsored camp director training conducted in 1980 after three years. It may be that such a survey could provide further information regarding specific training impacts and effects on camp director skills.

APPENDIX D: -
DELIVERY SYSTEM

## EDUCATIONAL SERVICES DELIVERY SYSTEM*


Program Services Commission
National Education Chair
Director of Educational Services
Regional Education Coordinators
National Education Consultants
Camp Director Education
Outdoor Living Skills
Ecology Training
Camping Unlimited
Ethics Education
Camp Counseling Education
Impact of Societal Changes on Camping
College/University Curricula
Standards Training [from National Standards Board]
Teaching Techniques
Outdoor Education/School Camping
Section Presidents
Section Program Chairs
Section Education Chairs
Other Section Posts relating to education (e.g, Standards)
Membership

* DEVELOPED AS A RESULT OF PROJECT STRETCH.

## TITLES OF PRODUCTS
### Produced by STRETCH Project

Camp Administration Series:

- Camp Director Education Curriculum Guide
- Perspectives on Camp Administration: Readings for Camp Director Education
- Awareness Workshop Resource Packet: Serving Persons with Disabilities through Camping
- Making Effective Workshops Happen
- Trainer Guide: Site and Facilities Managerial
- Trainer Guide: Business and Finance Managerial
- Trainer Guide: Food Service Managerial
- Trainer Guide: Health and Safety Managerial